PROGRESS REPORT

on the Review of the *Official Languages Act*

One land, many voices

Atausiq nuna, nipigiaqtuq

Atauhik nuna, amikhun nipit

ᐊᑕᐅᓯᖅ ᓄᓇ, ᐃᓄᖅᑐᑦ ᓂᐲᑦ

Un territoire aux voix multiples

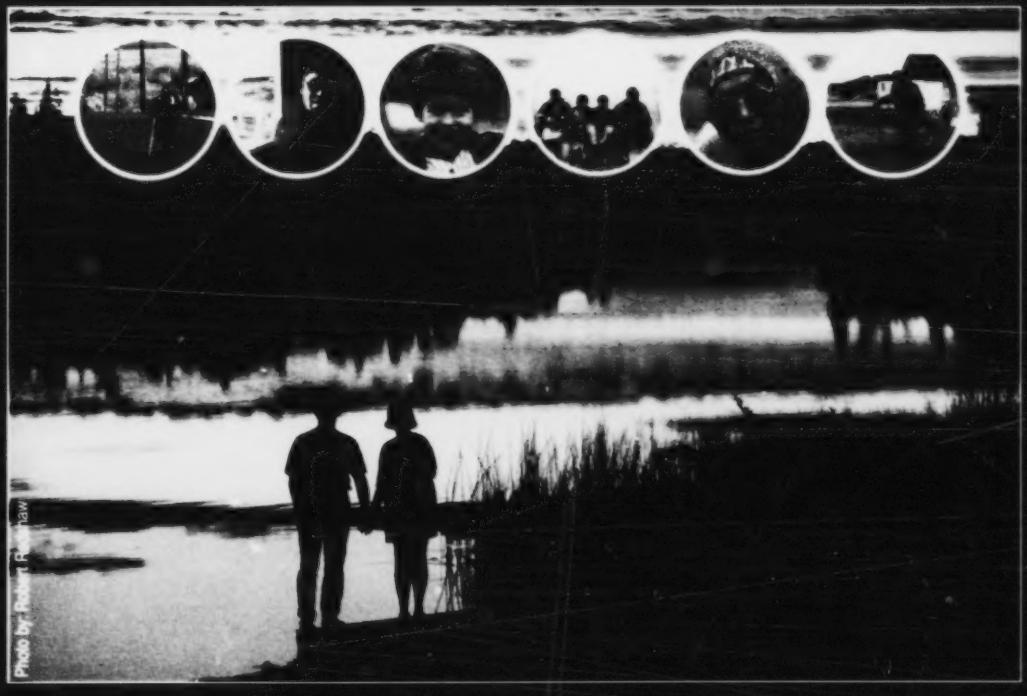
ʔi̹łaghe ní, dëne yatı łą

Gonè i̹hłè, go yatı neło

Ne łée, kede ło Nan ıhłak, dıideezhuu leı

Ndeh łié, zhahtié ło

Mamawi kitaskenaw, mihcet pihtakosowina



Special Committee on the Review of the *Official Languages Act*

Northwest Territories Legislative Assembly

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COMMITTEE REPORT NO. 9 14 (5) TABLED ON JUN 18 2002

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Northwest Territories Legislative Assembly

Special Committee on the Review
of the *Official Languages Act*

June 17, 2002

HON. ANTHONY (TONY) WHITFORD
SPEAKER OF THE LEGISLATIVE ASSEMBLY

Mr. Speaker:

Your Special Committee on the Review of the *Official Languages Act* has the honour of presenting its Interim Report on Progress to the Legislative Assembly and commends it to the House.

Steven Nitah
Chair

Yellowknife, Northwest Territories, Canada X1A 2L9 Fax (403) 920-4735 Telephone (403) 669-2200

SPECIAL COMMITTEE ON THE REVIEW OF THE *OFFICIAL LANGUAGES ACT*

MEMBERSHIP

Mr. Steven Nitah
Chairperson
MLA, Tu Nedhe

Mr. David Krutko
Deputy Chair
MLA, Mackenzie Delta

Hon. Roger T. Allen
MLA, Inuvik Twin Lakes

Mr. Brendan Bell
MLA, Yellowknife South

Mr. Michael McLeod
MLA, Deh Cho

Alternates

Hon. Jim Antoine
MLA, Nahendeh

Ms. Sandy Lee
MLA, Range Lake

Committee Staff

Mr. David Hamilton, Committee Clerk

Mr. Benoît Boutin, Committee Coordinator

Ms. Denise Bekkema, Manager, Research and Information

Mr. Andrew Stewart, Assistant Committee Clerk

ESTABLISHMENT OF A SPECIAL COMMITTEE ON THE REVIEW OF THE *OFFICIAL LANGUAGES ACT*

WHEREAS the Legislative Assembly enacted the *Official Languages Act* in 1984, and amended it in 1986 and 1990;

AND WHEREAS the Official Languages have equality of status and equal rights and privileges as to their use in all institutions of the Legislative Assembly and Government of the Northwest Territories;

AND WHEREAS Section 29 of the *Official Languages Act* requires that the Legislative Assembly or a committee established by it shall review the provisions and operation of the Act at the session next following December 31, 2000;

AND WHEREAS the mandatory 10-year review shall include an examination of the administration and implementation of the Act, the effectiveness of its provisions, the achievement of the objectives stated in its preamble, and may include recommendations for changes to the Act;

AND WHEREAS the Languages Commissioner shall provide all reasonable assistance to the Legislative Assembly or a Committee established to review the Act;

AND WHEREAS the Legislative Assembly wishes to begin the review of the *Official Languages Act*;

NOW THEREFORE I MOVE, seconded by the Honourable Member for Mackenzie Delta that the Legislative Assembly hereby establishes a Special Committee to be named the Special Committee to Review the *Official Languages Act*;

AND FURTHER that the following Members be named to the Special Committee:

Honourable Mr. Allen, the Member for Inuvik Twin Lakes
Mr. Bell, the Member for Yellowknife South
Mr. Krutko, the Member for Mackenzie Delta
Mr. McLeod, the Member for Deh Cho
Mr. Nitah, the Member for Tu Nedhe

AND FURTHERMORE that notwithstanding Rule 88 (2) the following Members be named as alternate Members to the Special Committee:

Honourable Mr. Antoine, the Member for Nahendeh
Ms. Lee, the Member for Range Lake
Mr. Miltenberger, the Member for Thebacha

AND FURTHERMORE, that the Special Committee prepare its Terms of Reference and present them at the first opportunity during the sitting of the Legislative Assembly in February 2001.

Adopted November 15, 2000

TERMS OF REFERENCE FOR THE SPECIAL COMMITTEE ON THE REVIEW OF THE *OFFICIAL LANGUAGES ACT*

WHEREAS, the Legislative Assembly has established the Special Committee on the Review of the *Official Languages Act*;

AND WHEREAS, the Special Committee requires the approval of the Legislative Assembly of its Terms of Reference;

AND WHEREAS, the Special Committee has given consideration as to its Terms of Reference;

NOW THEREFORE I MOVE, seconded by the Member for Inuvik Twin Lakes, that the following provisions be adopted as the terms of reference for the Special Committee on the Review of the *Official Languages Act*:

1. The Special Committee in undertaking its review, adopts the following as operating principles:

   a) The Special Committee will respect the right of language communities to represent their ideas and needs to the committee in the official language of their choice.

   b) The Special Committee is committed to having amendments to the *Official Languages Act* introduced within the term of this Assembly.

   c) The Special Committee is committed to an open and public process in reviewing the *Act* and to providing opportunities for "stakeholder groups" and the general public to participate in the review process.

   d) The Special Committee is committed to strengthening the official languages of the NWT and carrying out its duties related to the *Act* in a manner that is consistent with this commitment.

   e) The Special Committee is committed to public consultation, which will occur in each of the language areas of the NWT and with representatives of each recognized linguistic group of the NWT.

   f) The Special Committee recognizes the value of elders in relation to aboriginal languages and will ensure elders participate fully in the review process.

2. The Special Committee shall:

   a) review the provisions and operation of the *Official Languages Act*;

   b) examine the objectives set out in the preamble to the *Act* and the extent to which the objectives have been achieved;

   c) examine all provisions of the *Act* including the rights and responsibilities established in the *Act* and the extent to which they have been effective in supporting the achievement of the stated objectives;

d) review the administrative regulations, policies and procedures established by the Government of the NWT designed to guide the implementation and interpretation of the *Act*;

e) examine the effectiveness of the Act's provisions in relation to the general public and the government departments and agencies charged with providing services;

f) evaluate the specific needs related to each of the official languages in the NWT;

g) examine the extent to which the public understands the current *Act* and current language rights;

h) examine and consider the role and responsibilities of the Languages Commissioner;

i) examine and consider other *Acts* that have reference to the Official Languages of the NWT; and

j) evaluate official language Acts, policies and programs in other jurisdictions;

3. Upon the conclusion of these considerations, the Special Committee shall provide the Legislative Assembly with interim reports and a final report to determine whether or not the Act requires revisions regarding:

a) the objectives of the *Act*;

b) changes to any provisions of the *Act*;

c) changes to current and related policies; and

d) the implications for the *Education Act*, *The Jury Act* and other *Territorial Legislation*.

4. The Special Committee is committed to working in partnership with the Languages Commissioner and Office of the Languages Commissioner who shall provide all reasonable assistance to the Special Committee including acting in an advisory capacity, providing relevant studies or reports and forwarding information, concerns or issues raised by the public regarding language legislation;

5. The Special Committee shall establish processes for providing information and affording the NWT residents an opportunity to make their views known;

6. The Special Committee shall have access to such persons, papers and records as necessary to the conduct of its business;

7. The Special Committee shall be provided through appropriations with adequate funds to carry out its terms of reference and assigned responsibilities;

8. The Special Committee is authorized to employ such staff and/or consultants and contractors as may be necessary to carry out its responsibilities;

9. The Special Committee may consider other matters referred to it by the Legislative Assembly; and

10. The Special Committee may make recommendations it considers desirable through interim and a final report.

Adopted March 7, 2001

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EXECUTIVE SUMMARY

The Special Committee on the Review of the *Official Languages Act* has prepared this progress report to inform people of its activities and ask for more comments and suggestions. Over the next six months, the Committee will be preparing a final report that will affect the future development of official languages in the Northwest Territories (NWT). It is important for NWT residents to make their voices heard during this time. The Special Committee wants to make sure that its final recommendations are practical and useful, so that all of our official languages are strengthened.

Introduction

In 1984, the Government of the Northwest Territories (GNWT) passed the *Official Languages Ordinance* which recognized English and French as official languages. The *Ordinance* also gave recognition to the Aboriginal languages of the NWT. In 1985, the *Official Languages Ordinance* became the *Official Languages Act*. This *Act* was amended in 1990 to recognize Cree, Chipewyan, Dogrib, Inuktitut, Inuvialuktun, Inuinnaqtun, Gwich'in, North Slavey, and South Slavey as official languages within institutions of the Legislative Assembly and GNWT, along with French and English. It also established the Office of the Languages Commissioner. Since that time, the government has been carrying out activities to promote the use of all of the official languages.

The Special Committee on the Review of the *Official Languages Act* was established in 2000 as a committee of the Legislative Assembly of the Northwest Territories. The Special Committee was asked to review the effectiveness of the *Official Languages Act*. The Committee has had to respond to the following questions:

- Do people understand the *Official Languages Act*?
- Is the *Act* working to protect and preserve all of the official languages?
- Are the needs of the official languages being met?
- What can be done to improve the *Act*?
- What can be done to improve the delivery of language programs and services in the NWT?

In the spring of 2001, the Committee hired staff and began to carry out planning and research activities. In October, the Committee hosted a territorial languages assembly in Yellowknife. Representatives from all of the official language communities attended this gathering. The Committee also began to travel to communities throughout the NWT to meet with people who were concerned about their languages. At the same time, the Committee communicated regularly with all of the people and organizations interested in the NWT's official languages.

In March, the Committee held public hearings in Yellowknife. At these hearings, presentations were made by Aboriginal organizations, the francophone community, past

and current territorial languages commissioners, non-governmental organizations (NGOs), Senator Sibbeston and the Languages Commissioner of Canada.

The Special Committee is continuing to do research on government language services, the Office of the Languages Commissioner, language education, and Aboriginal language rights. The Committee still has a few communities to visit and also plans to hold another territorial languages assembly in the fall of 2002. Then, during the fall of 2002, the Committee will prepare its final report, which may recommend changes to the *Official Languages Act* and to the way the *Act* is implemented.

The Importance of Language and Culture

The Special Committee has learned that preserving our languages is very important. We express our special identity and culture through our language. If we truly want to preserve our distinct cultures, then we have to preserve our languages as well.

In order to preserve the official languages of the NWT, we have to use these languages on a day-to-day basis. This is not an easy task for the Aboriginal and French languages, because English is such a dominant language in the NWT and Canada. Preserving languages means that everyone in the NWT – including governments, community organizations, and individuals – has to make an effort to use our official languages more often.

Language Shift and Language Revitalization

"Language shift" refers to a significant decline or increase in language use. For example, if elders speak their traditional language, but their grandchildren speak only English, then language shift has occurred. Language shift usually happens because another language becomes dominant. It can also happen when people are forced to speak another language, through inter-cultural marriage, or when people move to an area where another language is spoken. In the NWT, statistics clearly show that use of the Aboriginal languages has declined over the past few generations. Some languages have declined more than others. French language use in the NWT also appears to be declining.

Taking steps to revive a language that has been declining is called "reversing language shift". It can also be referred to as "language revitalization", which is the term used in this report. Language revitalization usually begins with language planning. Over the past few years, each language community in the NWT has prepared a language plan and is now carrying out this plan. The francophone community has also been taking actions to preserve and promote the French language in the NWT. The GNWT has recently prepared an Aboriginal languages strategy for the NWT.

Effective planning for language revitalization focuses on helping families to teach and learn their traditional language in the home. It also includes creating a social

environment throughout the community that encourages and supports the use of a traditional language.

Language planning in the NWT is complicated by the fact that there are eleven official languages, along with different dialects within each of the Aboriginal languages.

Other countries in the world have carried out language revitalization activities. The most promising of these have generally combined:

- Language legislation
- Language research and preservation
- Language promotion
- Learning the traditional language in the home and family
- Language instruction in the schools
- Community-based language programming.

Language History in the NWT

The Aboriginal and French languages did not have much government support in the NWT up until the 1970s. For many years, neither French nor the Aboriginal languages were officially recognized by the federal government in the NWT. In fact, the government had a policy of assimilation toward Aboriginal people. Aboriginal culture was not respected. Many Aboriginal people were forced to speak English in residential schools, and English was the working language of government and business.

Provincial and territorial boundaries established in Western Canada did not respect traditional Aboriginal nations. Language and cultural communities were split between different provincial and territorial jurisdictions, which made collective action more difficult.

In 1969, the *Official Languages Act* of Canada was passed. This *Act* recognized the language rights of francophones across Canada. In the same year, opposition to the *Statement of the Government of Canada on Indian Policy*, 1969 (the White Paper) forced the federal government to change its assimilation policy toward Aboriginal peoples.

In the early 1970s, government policies in the NWT began to change. The GNWT began to provide French language instruction in the schools. Aboriginal language programming was also developed for the schools. The government began to train and hire professional interpreter-translators. Language promotion activities were carried out.

Since 1984, the federal government has provided the GNWT with funding for French language services and the development of the Aboriginal languages. Government services have been provided, where reasonable, in all official languages. More recently, Aboriginal language communities have taken significant responsibility for regional language planning and community projects. Divisional Education Councils have maintained responsibility for Aboriginal language instruction in the schools. A French

language school board has been established to govern French first language programming.

The Condition of Our Languages

Throughout the NWT, less people are speaking the Aboriginal languages. Many Aboriginal people, particularly young people, now use English as their first language at home. Statistics indicate that approximately 25% of Aboriginal people under the age of 25 speak their traditional language (but these young speakers may not be as fluent as older speakers). By comparison, approximately 76% of Aboriginal people aged 45 years or older speak their language. These rates differ for each of the official Aboriginal languages. These rates also differ from community to community in the NWT.

This decline in Aboriginal language use is significant, because the NWT is the only homeland for the North Slavey and Dogrib languages and one of few homelands in the world for the other official Aboriginal languages.

Use of the French language among the francophone population also appears to be declining in the NWT. The only language that shows an increase in usage is English. English is the most common language used in homes throughout the NWT.

NWT Language Goals

Each of the NWT's Aboriginal language communities has developed language goals. These goals generally include:

- Preserving the language (through oral histories, dictionaries, etc.)
- Promoting the importance of the language
- Developing language curricula and materials for the schools
- Training interpreter-translators and language instructors
- Supporting the languages through policy and legislation
- Strengthening school programs
- Coordinating community language projects.

The francophone community has developed priorities that include promoting French language and culture, strengthening school programs, increasing French language services, and supporting French language media.

The GNWT is currently working with the official language communities to help them achieve their goals.

Language Rights

The United Nations (UN) has established protocols, conventions, and declarations to support language rights throughout the world. According to the UN, all people have the right to speak their own language. As well, education must develop respect for a child's cultural identity, language, and values. One international declaration states that people have the right to maintain their language within their own traditional territory. People who move into that territory must make an effort to adapt to the language and culture of the indigenous people.

In Canada, the *Constitution Act* (1982) provides that English and French have equality of status and equal rights and priveleges as to their use in all institutions of Parliament and the Government of Canada. The *Constitution Act* also guarantees minority language education rights. This means that francophones can request and operate French language schools anywhere in Canada where there are enough francophone students. The *Constitution Act* also states that the Government must provide services in both French and English where there is significant demand. The *Official Languages Act* (1988) of Canada reaffirms and further defines language rights established through the *Constitution Act*.

Section 35 (1) of the *Constitution Act* recognizes the "...existing aboriginal and treaty rights of the aboriginal peoples of Canada." Aboriginal rights are not fully defined in the *Act*, but may include language rights. Aboriginal self-government agreements currently being negotiated in the NWT are beginning to address language rights issues.

The NWT and Nunavut are the only jurisdictions in Canada that recognize Aboriginal languages as official languages. The *Official Languages Act* of the NWT (1990) states that all official languages can be used in the Legislative Assembly. It also states that GNWT services may be provided in the official languages where there is sufficient demand. The Official Languages Commissioner is appointed to ensure that the government meets its obligations under the *Act*.

The *Official Languages Guidelines Manual* (1997) provides guidelines for the delivery of GNWT services in the official languages. The guidelines identify which languages may be used for government services in each community of the NWT. People should be informed that they have the right to use their language in certain designated areas.

The *Education Act* (1996) allows District Education Authorities (DEAs) to select the language of instruction for their schools. However, there must be sufficient demand, fluent teachers, and sufficient resource materials. For these reasons, among others, many DEAs have not offered Aboriginal first language programs. French language rights are defined in the French First Language Education Regulations, which are attached to the *Education Act*. French language schools operate in Yellowknife and Hay River.

Many other NWT Acts contain references to language. In most cases, interpreters and/or translation must be used to provide essential information or services.

Funding and Accountability

The federal Department of Canadian Heritage provides the GNWT with approximately $3.5 million per year for official languages. $1.6 million of this funding is for French language services. The remaining $1.9 million is to revitalize, maintain, and enhance the Aboriginal languages. These monies are managed by the GNWT Department of Education, Culture and Employment (ECE).

Most of the Aboriginal languages funding goes directly to language communities for community projects. The rest is used for Aboriginal language training, broadcasting, research, and material development. As well, the GNWT commits approximately $7.1 million per year of its own money for the Aboriginal languages. Most of this money goes to the Divisional Education Councils (DECs) for Aboriginal language school programming.

French language funding goes primarily toward translation, bilingual bonuses, and French language advertising, signs, and printing. Some funding is also allocated to the francophone community for language projects. The Department of Canadian Heritage also provides ECE with approximately $1.1 million per year for French language instruction in the schools.

GNWT departments must provide standard financial and activity reports regarding the Canadian Heritage funding. The Special Committee is continuing to review how federal and territorial funding is spent and accounted for. The Committee is also very interested in assessing what is accomplished with this funding.

Public Comments

Over the past year, the Special Committee has received many comments and suggestions from individuals and organizations. The most frequent of these have been summarized below:

- We need stronger and clearer legislation to support the official languages
- We need strong leadership to address language issues, especially with the Aboriginal languages declining so rapidly
- Funding needs to be better coordinated and accounted for
- School instruction is very important, so we have to take immediate steps to train more teachers, establish curricula, develop resources, and provide effective language programs
- We need family and community-based programs to support and reinforce school programs
- We need to improve official language program and service delivery
- We need to promote all of the official languages and change negative attitudes toward the Aboriginal languages and toward French.

Moving Forward

Based on our research and public consultations, the Special Committee has prepared some guiding principles and strategic directions for change to stimulate discussion over the next few months. The second territorial languages assembly, which is scheduled for the fall of 2002, will provide a formal opportunity for further discussion of these guiding principles and directions. Public comments and suggestions can also be directed to the Office of the Special Committee, at the contact numbers listed below.

Our Guiding Principles

In carrying out our work as a Special Committee, we have maintained the spirit and intent of the Preamble of the *Official Languages Act*. We have remained committed to the preservation, development and enhancement of the Aboriginal languages. We have maintained the belief that legal protection of the languages will assist in preserving our distinct Aboriginal cultures. We have upheld the desire to establish equality of status, rights, and privileges among all of the official languages.

In our work, we have also been guided by the following unofficial principles:

- Languages belong to their respective language communities
- Language diversity is of value to all citizens in the NWT
- Maintaining use of the official languages is a shared responsibility
- Governance, funding, and service delivery must be clear, fair, consistent, efficient, and sustainable
- A variety of language revitalization approaches must be utilized.

Our Strategic Directions for Change

We have prepared the following strategic directions for change in order to stimulate further discussion as we move toward preparing our final report. Some of these directions may not prove to be suitable. Others may require revision and refinement. Some people may want to consider other directions. We have numbered these directions for change so that they can be readily identified throughout our next round of discussions. We might:

1) Add the guiding principles noted above to the preamble of the *Official Languages Act*

2) Amend the *Official Languages Act* to:
   a) Apply the *Act* to all agencies and contractors that provide services on behalf of the government
   b) Make one government body or agency accountable for the *Act*
   c) Change and/or strengthen the role of the Languages Commissioner
   d) Use proper Dene language terms in the *Act*

e) Ensure that the official languages listed in the *Act* adequately reflect current language communities in the NWT

3) Strengthen and clarify the *Act* through regulations and policy

4) Strengthen Aboriginal language rights within the *Official Languages Act* and/or *Education Act* and establish stronger linkages between the education system and language communities

5) Take a more structured approach to Aboriginal language instruction by developing proper language curricula and resources, enhancing the training and certification of language instructors, utilizing immersion programming, and properly evaluating language proficiency

6) Provide more funding, and more consistent funding, for Aboriginal and French language programming and services, with special consideration for threatened languages

7) Improve the effectiveness and accountability of Aboriginal and French language program and service delivery systems, possibly through the establishment of official language service centres in designated areas, among other means

8) Establish stronger linkages between the GNWT and the language communities, possibly through regional language boards and/or a territorial languages board

9) Increase the functional use of the official languages through enhanced interpreter translator (I/T) services, language training, terminology development, and language promotion activities

10) Acknowledge that the official Aboriginal languages are in serious decline and take active and strong measures to revitalize them.

If you wish to make comments or suggestions regarding this report, the work of the Special Committee, the principles and directions presented, or the review of the *Official Languages Act* generally, please contact the Office of the Special Committee at:

Phone number: 920-6929 or toll free at 1-877-920-7265
Fax number: 873-0366 or toll free at 1-800-661-0872
E-mail: languages@gov.nt.ca

Information can also be viewed at the Committee's Web site:
www.assembly.gov.nt.ca/languages

Dëne Yatı xa ʔerehtł'ís Nedhe nanetʼı xa Dëne ʔeda Dëlıthı
K'ALDHËR BETSʼĮ ʔERHTŁ'ÍS

Dëne *Yatı Tı) ʔerehtł'ís Nedhé, Official Languages Act* hılıye nı́, nanetʼı xa Dëne ʔeda Dëlıthʼı, Special Committee hılıye tʼa nayıneh̨ xa tʼatʼu tı'ën bekʼe ʔeghálıda nı́ gha ʔerehtł'ís seghálı ʔatʼe yerı́ dëne xanmı xa tʼa nádhër-dı tłhʼı tʼadálıhedı ʔı nı́ xa. Yuredhé ʔelıʼéda xa ʔ́ı́ı́, ʔedëri Committee ʔerehtł'ís seghálı xatʼe beghárę yuredhé ʔedıı nę́hę́ (NWT) ta dëne yatı nedhé xa datłtą nı́ bekʼe ʔeghálıda dé xa. Xáʔe tʼá dı̨ xáʔą ʔedıı nę́hę́ dëne dárıdé nı́ ʔatı́ betʼıréʔe ʔatʼe tʼa dáʔ́ttłëh nı́ gha heyatı dëlıthʼı xa. ʔedëri Special Committee hılıye nı́ tʼatʼı́ dëne yatı ghálıda xa tı'ën helʔe xa dé ʔatʼe betʼıréʔé-dı betʼát'ı xa, xátʼu dé dëne yatʼe nedhé betʼa deránóʔatłëtr ʔáne xa.

Ta'tu búnídhër

Yunı 1984, ʔedıı tı') Nę́ Ta'ën K'aldhër (NWT) dëne yatı xa ʔerehtł'ís *Official Languages Ordinance* hılıye nı́ ghárę Thatʼın yatı chu Bı̨ląy yatı chu yatı nedhe xa huhtı́ kʼe. ʔeyı *Aboriginal Ordinance* hılıye bedarghárę tłhʼı ʔedıı dę́hę́ Dëne xárehe beyatʼe tłhʼı ʔasıe nedhé xa huhtı́ ʔaja. Xatʼe tʼá yunı 1985, ʔeyı dëne yatı xa ʔerehtł'ís *Official Languages Ordinance* hılıye nı́ betʼı, ʔę́hę́ dëne yatı xa ʔerehtł'ís nedhé xáh *Official Languages Act* hılıye. ʔedëri ʔerehtł'ís (*Act*) yunı 1990 senahyá ʔatʼe beghárę ʔenı́ yatı-dı, Dëne Sųłınę yatı-dı, Łıchaghe yatı-dı, taghe ʔelıʼéchʼa ʔetʼeną yatı-dı, Dëne Dęgóth yatı-dı, tłhʼı nákʼe ʔelıʼécha Desnátʼın yatı nı́ ʔasıe nedhé xa huhta ʔaja ʔedıı Dëne Behá ʔehęgóth Dëlıthʼı kʼeyaghe xa-ı tłhʼı ʔedıı nę́hę́ tı') Nę́ Ta'ën K'aldhër beha, Bı̨ląy yatı chu Thatʼın yatı chu xáh. ʔeyı heta') ʔę́hę́ Dëne Yatı K'eyeı xa ʔerehtł'ís kų́ę́ nuʔtʼę, ʔeyı łıdı tı') nę́ tı'ën K'aldhër Dëne Yatı betʼát'ı xa tı'ëtsa ʔája.

ʔedëri *Dëne Yatı xa Ayeha'ís Nedlé* nanetʼı xa Dëne ʔeda Dëlıthʼı xa nı̨ya nı́ yunı 2008 łıdı búnídhër ʔáné ʔatʼe ʔedıı nę́hę́ xa Nę́ Ta'ën K'aldhër beha, ʔeleghëth dëlıthʼı Legislative Assembly hılıye nı́ xa Dëne ʔeda Dëlıthʼı xa nı̨ya. ʔedëri Dëne ʔeda Dëlıthʼı tʼá xáʔę́ nı́ ʔedëri *Dëne Yatı Ke Ayeha'ís Nedlé* ta tʼatʼı́ tı'ën betʼát'ı nı́ xa nayehı xa helʔę́. ʔedëri Dëne ʔeda Dëlıthʼı nı́ tʼahedı nı dáʔı'u tʼa beta'ëltr tʼáʔe:

- ʔedëri *Dëne Yatı Ke Ayeha'ís Nedlé*ę́ ʔatʼe dëne renevenę́-dı?
- ʔedëri ʔerehtł'ís nı́ betʼı́ dëne yatı hadı-dı tłhʼı bekʼáatı́-dı?
- ʔedëri dëne yatı ʔasıe neth xa huhtı́ nı́ tʼa xa tı'ën bedinıda'ëtł nı́ xa betʼát'ı-dı?
- ʔedëri ʔerehtł'ís nı́ dlátʼu tı'ën nanı̨ nalʔe xa?
- ʔedlátʼu tʼa yaıı tʼá ʔedıı nę́hę́ ʔáné hunı̨ dëne yatı tʼá ʔeghálıda xa dëne tı'ëdıtadé?

Łukʼé 2008 łıdı tʼa ʔedëri dëne ʔeda nı̨ya nı́ dëné yerı́ ghódálana xa dëne nédárıtłʼa tı'edáy tʼatʼı́ la búnídhër sehóde xa. Łaytʼéa Łudaltı Za, ʔeyı dëne ʔeda dëlıthʼı nı́ dëne yatı gha náyatı xa Beghálıtsech náyatı ʔáné. Hatchıyą tʼą hayeıla dáda dëne yatı xa ghódálana nı́ ʔeda nıkkal. ʔedëri dëne ʔeda dëlıthʼı nı́ tłhʼı ʔedıı nę́hę́ tʼą dëne beyatı gha náıtıdé nı́ gha háyeıla dëne gha nahkél ʔája. ʔeyı ghárę tłhʼı ʔeyı ʔeda dëlıthʼı nı́ ʔedıı nę́hę́ tʼą dëne yatı gha ʔalhëtı nı́-ı tłhʼı tʼą organizations dáda nı́ xáh dáyalı.

Dëne Yatı xa Perehtł'ís Nedhe nanet'ı xa Dëne Pedı Dëlıtłe
K'ALEMËR BETS'Ą PEREHTŁ'ËS

Nıłt'ı Cho Za, wıp dëne wedı dëlıtł'ı sı Beghıdëneshe hasılyu xa dëne xëı nàyaıltı wıdë. Pewıtr t'ą xàdàyaıltı bets'ërıtł'ą wıdë sı dëne yatı xëı ghàdëlanı-ıdı, t'ą Bëlay hàıwıhtı-ıdı, ıdą chu yuné dàdëlıhtr wı Nàé Ts'ëı K'alëher hets'ı Commissioner-ıdı, nàé ts'ëı k'alëher beghądëlıtı ghàdëlanda (NWTDe) sı-ıdı, tłh'ı Canada k'ëyıghe xa Dëne yatı k'ëyeyı ghą k'alëher xëı tłh'ı.

Pedtrı Dëne Pedı Dëlıtł'ı wedı yek'ënehtı wıt'e t'at'ı nàé ts'ëı k'alëhtr dëne yatı xëı weghàdëlanı-ıdı, Dëne Yatı K'eyeyı xa Perehtł'ís Kųę sı-ıdı, dëne yatı hàıwıhtı-ıdı, tłh'ı Dëne ghàıwé beyatı t'at'ı bets'ëhdı sı. Pedtrı Dëne Pedı Dëlıtł'ı wedı nàıye hàıyeıla hàıtı nàhedëlı xat'e tłh'ı beghąnhtı wedı weyle nàyatı nadı xa hasılyı wedıtı nàwé k'eyighe yatı xa xayt'ëı 2002 nàıdlhtr dé. Pewıtr dé, xayt'ëı 2002 ghàıwé dé wıp Dëne Pedı Dëlıtł'ı nade ts'ëı wedıy werehtł'ís hëlts'ı (report) xa, wadı-ı bet'ë wıp *Dëne Yatı xa Perehtł'ís Nedhëwedı* nalye-ı tı xa tłh'ı t'at'ı ts'ëı wıp Act bet'ë'ı xa hàıdlhtr xa dé.

T'at'ë Dëne Yatı chu Dëne Ch'anı bet'ëreyé

Pedtrı Dëne Pedı Dëlıtł'ı sı dëne yatı bek'ërı xa yeyé bet'ëreyé dàé sı yeahermı. Nowe yatı gharé t'at'ı dëne dàdlı-ıdı, nowe ch'ëne-u sı bek'ërıhalı. Pedé eu nowezu dhëtr ts'ëı nowe ch'ëne bek'ëru xa hasılyı dé, nowe yeyé tłh'ı bek'ëru-é xàdą.

Pedıtı nàyé xa nowe yatı nedlË xa hasılé sı bek'ëdé xadé, wedtrı t'at'ë dàyatı sı dıdąıh'ë bet'ëtr xàdą. Dëne ts'ı) nàyé beyatı chu Bëlay yatı chu xa hàıwıhe wıt'e, kë wıp t'at'ë t'e sı That'ın yatı nadı t'a wàdı nàyaıltr wedıtı NWT chu Canada k'ëyighe chu. Yatı bek'ëdé xa t'ate'edı sı hasılyı dëne wedıtı NWT - nàé ts'ëı k'alëhtr beadı-ıdı, hàıyeıla-ıtı organizations dàdı sı-u, tłh'ı hasılyu aetha - nowe yatı nedlé xa hasılé sı wàıdlhı bet'ëdı) ts'ëı wedıwıdlıhtr xàdą.

Yatı t'at'ë ts'ëı wedıtı wat'ı-ıdı tłh'ı yątı bet'ëdı) hàıwıhtr

That'ın yatı t'ë "Language Shift" ats sı yatı t'at'u ts'ëı wedıtı wàdı-ıdı tı, k'ëyıdı tı bet'ëdı) t'a ts'ëdı wıt'e. Kë wadı-ıdı, wàıhetł dàdı sı yuné tłhé ts'ı) beyatı t'ë dàyatı dé, hasılyé hasıhtı that'ıné wàdı t'ë dàyatı dé, wıp xat'u t'a yatı wedıtı wat'ı wadı'edı wıt'e. T'at'ë dàyatı wedıtı wat'ı dı, t'at'a t'e sı weyle yatı nadı t'a dawàıdrıhadtr wat'ı. Pedıne xa dàdë'le dëne weyle yatı nadı t'a ts'ëı wàdı hasılë dé, wàıpàdtı ghé ts'ıdą-ıdı tı, weyle dëne yatı t'ë dàyatı wàdı ts'ëı nàhwa'ıdhtr-ıdı tı dé ąą. Pedıtı nàyé NWT, werehtł'ís ghàıwé wıwé hàıwıhtı wıp Dëne Bàıwıhe beyatı dą ts'ëı xàdlhtr-u k'ëwàıdıgıhtrıé wàıwe. Nàıye t'at'ë dàyatı k'ëwàıdıgıhtrıé wàıe weyle yatı wàdıé. Pedıtı nàyé xa dé Bëlay yatı bet'ëdı) sı tłh'ı k'ëwàıe wàıwe.

T'a yatı k'ëwàıdıgıhtr ts'ëı wawe sı bet'ëdı) hàıwıhtr sı that'ın yatı t'ë "Reversing Language Shift" hëlye wat'e. Tłh'ı weyle bek'ëdı wàdıghe yatı dadı sı "yatı bet'ëdı) hàıwıhtr" ("language revitalization hëlye), wıp yatı wedtrı werehtł'ís yé bet'ëdı) wat'e. Yatı bet'ëdı) xa hàıwıhtr xa dé ts'ëdıy hehe wàıdlhı wat'e. Tuzu xay dockëlhtr sı, wedıtı nàyé t'a yatı t'ë dàyatı sı ts'ı) hàıyeıla ts'ëdıy wedëlıghé ts ghą dé wıp k'e weghàdëlahena wat'e. Pedıtı nàyé Bëlay yatı hàıyeıla sı tłh'ı beyatı k'ëhehe-ó tłh'ı hehoyatı ts'ëı hehe. K'ąıthàchelle wedıtı nàyé ts'ı) GNWT ts'ëdıy Dëne yatı t'at'u ts'ëı weghàdëlahena xa sı xa wedıghé.

Dëne Yatı xa Perehtł'ís Nedhe xanet'ı xa Dëne Zoıla Déhthe
K'ALEMËR HETSĮ́ ZERETŁ'ËS

Zoıe hıǫ́ı̨ tsıı́ı̨ ıchıdjá dé dëne yatı ber'á') hóıtsıı́thur xa dëne hıǫ́ı̨ nıkıı nethe dëne yatí sí hóıwóhtı xa hóhtthúkıı hets'édı sí nıdı veghálaıday xáva. Tłı̨') beghaythen t'a ts'ıh sí háyeıjla nıı́ı̨ haıvlyı̨ dëne t'aethe beyatı sí t'á') xa ts'ehsa hóıdélkur-á tłı̨') dëne yatné ber'á') xa dëne hets'édı xat'e.

Zoıı́ı̨ nátsé NWT yatı hek'e veghálaıda xa ts'ıı́ı̨ hets'ádı xa dé hóvezíle nat'e nákeıwelhé yatı t'á dáyatı sí yatı nezlhé xa hıdıé-d, xélí tłı̨') vájághe Dëne Yatı vájı t'á dáyatı déne hélí haıvlyı̨ vehéjt'e nat'alle.

Yaıdné ıeyáe nátsé hoheyatné t'ahet') ts'ën xa nákéélhtr nat'e. T'at'a vájı ber'ádné-a ber'á') xa hıdıezlhtr sí veghárélıya, ıeyı sá:

- T'a t'á dáyatı xa ıeıehtł'ís xa'é
- Yatı hek'ádetse-á tłı̨') hek'ádétı
- Yatı ts'ën dëne hoha
- Dëne hıǫ́ı̨ yéıı vjhí hóıwha t'a beyatné thı sí dórıélhtr-á
- Perehtł'ís hıǫ́ı̨ yéıı yatı hákéıwehtr-á
- Háyeıjla xa yatı k'e ghaláeda xa programs hıdı-á.

Zoıı́ı̨ nátsé NWT t'atr'ı yatı t'á dáyatı sí

Dëne hóıwhǫ́ chu Háıay hóıwha chu hoheyatné sí nat ts'ën k'alélhtr veıı́ı̨ NWT 1970 ts'ën yatı'ejhí nat'alle. Dı̨ zaıı́ı̨ zaıyé, veıı́ı̨ nátsé NWT ts') nat ts'ën k'alélhtr nezlhé veıltr. Háıay chu Dëne chu hoheyatné nanné nezlhé xa hıdıélle, Zoıé xat'e sí, nat ts'ën k'alélhtr t'at'á ghaıé ts'ën yatı thela sí Dëne hóıwha haıvlyı̨ velk'ádı xa yuhé. Dëne ch'ánat sí dóélí henatsı'élle. Dëne hóıwha t'ı̨ą Dënezghıer K'ıǫ́ı̨ nátsı̨́ıé sí That'en yatı t'a ts'ën dálbelhé nat tłı̨') nat ts'ën k'alélhtr-á, tłı̨') t'ı̨ą vedaıba ghálaıeda sí tłı̨') That'en yatı t'á veghálélhabena.

Canada k'éyághe nan ts'ën xáva sí hek'e sí'át bena dárélı'a ıı́ı̨ı̨'a xa sí Dëne hóıwhyaa t'at'e') nákéé xa sí yaıdzélle. Háyeıjla dála sí yatı chu dëne ch'ádne chu nákéélhtya lát'e veyı sí'ate xa k'éyághe t'at'á beghą k'ádı'ekéé sí velk'ádı'a t'á, haıvlyı̨ velk'ádı beghálaeda xa hóıwezát.

1969 hé, Canada k'éyághe xa *Xat a) Perehtł'ís Alıılé'zéı̨*. Zoıltr: Perehtł'ís ghaıé Canada k'éyághe Háıay beyatné velıh'á-d bena'ehą sí hek'éeyala vájı. Veyı vaıltr xáy beghąch'ás lát'e-d, vaıltr: Dëne hóıwha heha veıehtł'ís White Paper on Indian Policy (1969) hélıye sí daveghaıé nat ts'ën k'alélhtr nezlhé Dëne hóıwha haıvlyı̨ velk'ádı xa yuha sí veıı́ı̨ nalye xalyé.

1970 hóıdélhtr vaıé-d, veıı́ı̨ NWT ts'í nat ts'ën k'alélhtr yeghaıé veghádélhana, yaıeıwa hélıye veıı́ı̨ nalye xa hóıdélhtr. Zoıı́ı̨ ts') GNWT veıehtł'ís hıǫ́ı̨ yéıı Háıay Yatı hoıwahtı xa heha nezlı'a sí hóıdélhtr. Dëne hóıwha beyatné t'á hadéıwahtı xa tłı̨') hóıdélhtr. Nat ts'ën k'alélhtr dëneha veıı́ı̨ yatı xa dëne hádéıwahtı hóıdélhtr, tłı̨') la héıye vájı. Yatı ts'ën heha nákéélhtr xa sí xáı̨ vat'e.

1984 hé ts'), nat ts'ën k'alélhtr nezlhé veıı́ı̨ nátsé ts') GNWT xa vaıeha thela Háıay yatı t'á dëne ts'éh-á tłı̨') Dëne hóıwha beyatné ghą tłı̨') hóıdélhtr. Nat ts'ën k'alélhtr t'at'e haıé ghaıé dëne yatı nezlhé xa hıdıé sí t'á dëne ts'ëna xa nátsı̨́ıé. K'ąa tłı̨é chıdle hélı, Dëne Yatı t'á dáyatı háyeıjla dála sí vaıé dáyıdıéts ts'ën-a haıh xa háyeıjıya k'éyághe xa ts'ıı́ı̨ nálıyla-á tłı̨') hıǫ́ı̨ xa

Dëne Yatı xa ʔerehtł'ís Nedhe nanet'ı xa Dëné ʔelá Dëlthı
K'ALDHËR BETS'Ę ʔEREHTŁ'ÍS

ʔasié k'e ʔeghádálaeda. ʔedëri Divisional Educavon Councıls dáúlye, dëne ʔela dëltth'ı sí ʔerehtł'ís kuę ya Dëne Yatı honelıtën xa ts'ën ʔeghádálahena ʔat'e. Bęlay yatı xa ʔerehtł'ís kuę xa dëne ʔela dëltth'ı Board húlye xát'ı húnídhër Bęlay t'a tthe beyaté xa ghálaeda ts'ën k'alde xa.

Ghárę nuwe yatié t'at'e sí

Harelyı NWT k'eyághe, k'á?ų Dëne Yatié t'á dáyaltı ʔáne. Dëne ts'ı ʔëne hą, dëne gódhé t'a nadlı that'ın yatı t'a beyatié ʔat'e behekuę dé. ʔerehtł'ís ghára xa dé 25% Dëne hárelʔa nónaaqlá k'á?ú beghayé sí ghárę beyatié t'á dáyaltı (xadé húlí dëne góth behеyatié betthër huzų dáyaltı kís dáyalt ı?íle). Bánélt'u net'ı xa dé, k'ájën 76% nëlt'e dëne ts'ı) ʔëne hárelʔa dıghǫná ts'ën aqlághe beghayé ts'ı beyatié t'á dáyaltı. ʔedëri t'at'ú hultá sí harelý Dëne yatı nedhé xa hultá sı ʔelëlt'elle. ʔedıı NWT háyorıla dála sí tth'ı t'at'u hultá ʔelǫlt'elle.

ʔedëri Dene beyatié t'a dáyaltı k'á?ų ʔáne sí ʔıhás ts'ën bet'órę?á lát'e, ʔeyı t'a t'á NWT sí hųlı Desnat'mé chu Łchaghé chu xa ʔedëri nëné ʔúlı behеyatié hųh-u tth'ı ʔedëri harelyı nëné xa dé Dëne Yatı nedhé xa hultá dǫlı sí xanıtu ʔataile.

ʔedıı nëné NWT xa dé Bęlay hárelʔa dąlı sí tth'ı behеyatié t'ádáhet'ı k'á?ų?áne ʔat'e. T'ayatı ʔǫǫz bet'át'ı buret'ı ʔáne sí That'ın yatı t'a t'á dayatı ʔáne. ʔedıı nëne NWT dëne bekuę That'ın yatı t'a ʔǫǫzı bet'á dáyatı.

NWT xa Yatı t'at'u ts'ën-ú beghálaeda xa sí

ʔedıı nëné NWT harelyı háyorıla dǫlı t'a yatié t'á dáyaltı ts'ën t'at'u ʔeghálahena xa sí búnídhër ʔat'e. ʔedëri t'at'u ts'ën ʔeghálahëna xa sı:

- Dëne yatı bek'ání xa ts'ën ʔálye xa (ʔatthe yunízı ts'ı haru-u, ʔerehtł'ís dıctionarıes t'a-u, etc.)
- Yatı t'at'u bet'órę?a sí bets'ën hel?a (ʔela ku tth'ı dëne góth nıı)
- ʔerehtł'ís kuę xa begháré chu bet'a chu sekui hádónehtën xa ʔerehtł'ís dále xa
- Dëneba ʔetáyatı xa-ú tth'ı dëne yatı t'á dëne hadónehtën sí t'á hadónehtën xa
- ʔerehtł'ís nedhé dále ghárę yatı bek'édaredı xa
- ʔerehtł'ís kuę yız xa programs de?ándórıhsé ʔálye
- Háyórıla dëne yatié bek'e ʔeghádálaeda sí ʔelıs'étı'edı xa.

T'a bęlay yatı háyorıla dáháila sí te t'a ʔǫǫz bet'órıdhërlí beghálaeda hųnıdhër ʔeyı sí Bęlay yatı-u, tth'ı behech'anı ts'ën hel?a, ʔerehtł'ís kuę xa programs tth'ı bet'át'ı-ú, Bęlay yatı t'á tth'ı dëne ts'édı-ú, tth'ı Bęlay yatı ghárę t'á xanıdı xa bek'edaredı.

ʔedëri GNWT sí dų hó?ą háyorıla t'at'á dáyatı nedhé xa hultá sí ts'ëhednı yerél ʔasié ts'ën ʔeghádálaeda xa dé.

Dëne Yatı xa ʔerehtł'ís Nedhe nanet'ı xa Dëne ʔeła Dëlıthı
K'ALDHËR BETS'Ì ʔEREHTŁ'ÍS

Dëne yatı dagharé t'á dënets'ën xaḷı sí

ʔedëri harelyı̨ nënné ts'í dëne ʔeła dëlıth'ı United Nations (UN) hułye sí begharé ʔeghálada xa ʔerehtł'ís-ú, ʔeła náyatı xa ʔelghą netş'dlı-ú, tth'ı ʔerehtł'ís nedhé ghárę yatı bek'e daredı nuny't'ą harehı̨ nënné xa. ʔedëri UN ghárę xadé. harehı̨ dëne ghárę beheyatué t'á dáyalti xa bets'éxaḷı ʔat'e. ʔeyı ghárę tth'ı ʔerehtł'ís kuę daɣlı sekuı bech'anı-ú, t'ą dën daɣlı-ú, beheyatı-ú tth'ı t'a t'ánarı?á sí yesehudlé xá?ą. Harelyı̨ ?ıłá nënné xa ʔerehtł'ís nedhé ghárę xadé dëne benënné k'éyághe beyatsé k'ëlnı̨ xa bets'ıxáḷı ʔat'é. Dëne behenënné k'éyághe ts'ën ʔedidél sí ghárę ʔeyër nënné ts'ı̨ dëne beheyaté chu behech'ané chu hurekıę́xa?ą.

Canada k'éyághe xa ʔerehtł'ís nedhé cho *Constitution Act* (1982) hułye bedaregharé Bąłay yatı chu That'm yatı chu bets'é xaḷı sí k'á?ı̨ ts'ën hulta Canada k'éyághe. ʔedëri t'a ts'edı sí bąłay hárelʔa ts'ı degharé k'énłt'e sekuı hułı dé Bąłay yatı xa ʔerehtł'ís kuę nuhyt'á xa yehurekér xa dúéle xát'ı xá?ą xa. ʔeyı *Constitution Act* yé yatı thela daregharé xadé Nué Ts'ën K'aldhër Nedhé Canada k'eyághe bąneht'u Bąłay yatı chu That'm yatı chu t'á dëne ts'énı xá?ą. Canada ts'ı̨ Yatı Nedhé Hultá xa ʔerehtł'ís yé?adı-u tth'ı ?ahı̨ ?ą́ą́z] Constitution Act hulye gharé yatı t'á t'a dëne ts'ęhąḷı sí te xádı xa. ʔeyı bąnéht'u ʔerehtł'ís nedhé daregharé Canada k'eyaghe dëne ghą náyatı kuę dëne ba ʔetáyatı bedmáltı dé xa dëne ts'edı ʔat'e.

Constitution Act hułye yé Section 35 (1) bek'erehtł'ís sí ʔeyı Canada k'éyághe Dëne hárelʔa tsambe dótón sí-u tth'ı bets'ı̨ right dólı yek'órelyą ʔat'e. ʔeyı Dene t'a bets'ęhąḷı snu sí ʔaté t'ats'edı beneredí ʔatı'aíle hułí, ghárę dene yatı dëne ts'ę?ąḷı ʔats'edı ʔat'e są. Dų tth'ı Dëne hárelyʔa ʔedeghą k'ádé xa nádáyahelti xat'e ʔedı̨ı NWT dëne yaté ghą náyatı hunídhër ʔat'e.

ʔedı̨ı NWT chu ʔeténá nënné Nunavut hułye chu ?ıłı Canada k'éyághe xa dé ʔedenı ?ıłı beheyatı t'a netł'éth lát'e yatı nedhé xa hultá t'á. ʔedı̨ı nënné ts'í *Yatı xa Perehtł'ís Nedhé*(1990) k'e bek'erehtł'ís ghárę ʔedı-u t'á yatı nedhé xa hultá sí Dëne beba ʔehegéth dëlıth'ı k'é yet'á dáyalti xa dúéle. Tth'ı beghądhën GNWT dëne ts'ędhednı dé ghárę yaté t'á dëne ts'énı xaʔą ʔat'e degharé-ú bedmáts'elí dé. Dëne Yatı k'eyeʔ] xa dëne benérehtł'ís ?ıłé ʔat'e xát'ı dé ué ts'ën k'aldher ʔedëri ʔerehtł'ís Nedhé Act hułye gharé ʔeghádálana xa.

ʔedëri Yatı Nedhé xa ʔerehtł'ís begharé ʔeghálada (1997) sí ʔedı̨ı ts'í GNWT t'at'ú yedaregharé dëne beyaté t'á dëne ts'énı ʔat'e. ʔeyı ʔerehtł'ís ghárę tth'ı ʔedı̨ı NWT hárorıla dáhála sí ní ts'ën k'aldhër yegharé dëne yaté t'á dëne ts'énı ʔat'e. Dëne yek'édórelʔa xa hunédí t'o?ú náde ghárę beyaté t'á dáyalti xa bets'éxaḷı ʔat'e.

Begharé ʔerehtł'ís Honelıën xa ʔerehtł'ís Nedhé *Education Act*(1996) hułye sí yegharé Háyorıʔa dáhála xa ʔerehtł'ís Hodónelıën xa Dëne Dëlıth'ı (DEAs) sí nadh t'á bedaregharé ʔerehtł'ís kuę yı̨ı dëne yatı t'á sekuı hadónelıën ʔat'e. Xát'e hułí, degharé dëne beyatı t'á hunı̨ı dáyalti hadónelıën dëne hułı-ú, tth'ı degharé bet'á hónelıën xa ʔerehtł'ís hułı dé są. ʔeyı t'ału, ʔeyı hułı t'aíle hułí, ha DEAs dólı sí ʔerehtł'ís yı̨ı Dëne Yaté honelıënłe. ʔedëri Bąłay yatı xa ʔerehtł'ís nedhé thela sí yé t'a bąłay yatı ʔats'edı sí bek'erhtł'ís sí ʔedëri Education Act hułye xël thela ʔat'e. Beghúldesche chu Hatł'oresche chu t'a ʔerehtł'ís kuę yı̨ı sekuı bąłay yatı honelıën.

Dëne Yatı xa ʔerehtł'ís Nedhe nanet'ı xa Dëne ʔela Dëtthı
K'ALDHËR BETS'Ą ʔEREHTŁ'ÍS

ʔeyı NWT Acts húlye beyé dëne yatué ghą yatıe łą thela ʔat'e. ʔeyı xalą k'énedhé, dëneba ʔetadáyalti dąh sí bet'ádaxat'ą ʔat'e ʔasué bet'órehʔa beneredí xa-u to dëne ts'édı dé tth'ı.

Tsamba chu T'at'u ʔet'ánaréť a

Né ts'ën k'aldhër nedhé betsı Department of Canadian Heritage húlye t'a GNWT ʔlá ghayé xa k'ájën 3.5 million nélt'e tsamba yetł'ale ʔat'e yet'á yatı nedhé ghádálana xa. ʔeyı betsą 1.6 million nelt'e tsamba bet'a Bąlay yatı t'á ʔeghálada ʔat'e. Benáázé 1.9 million nélt'e tsamba nítth'ı sí bet'á Dëne Yatı náilná lat'e-u, bek'áxaní-ú tth'ı ʔedeʔanórıłtsër xa beghálada xat'e. Dıre tsamba t'ą betł'ás thela sí GNWT betsą Department of Education, Culture and Employment (ECE) húlye t'a yek'élnı ʔat'e.

K'ájën harelyų setthı Dëne Yatı xa tsamba nítł'ır sí háyorıła dëne yatı dáyatı k'e ghálada xa nílye ʔat'e. T'a beghádhër t'a xa bet'átł'í sí, bet'á dëne yatı honeltën-ú, beyé yatı\ʔerehtł'ís náda-ú, ʔasué k'óneta-ú tth'ı bet'a ʔerehtł'ís k'e ghádálada. Tth'ı beghątthën, ʔlágh ghayé t'á GNWT xáre betsą k'ájën 7.1 million nélt'e tsamba bet'á Dëne Yatı ghálada xa níle ʔat'e. ʔedëri tsamba łą bet'á ʔerehtł'ís kuę yıı Dëne Yatı ghálada xa.

Bąlay yatı xa tsamba thela dëneba ʔetayatı-u, nake yatı t'á ʔeghálada xa dëne ts'énáni-ú, tth'ı bąlay yatı t'á yatı detł'ís xa ts'ën bek'adhır ʔat'e. Náye tsamba nílye bet'á bąlay hárelʔa náráde sí yet'a háyorıła beyatı t'á ʔeghsdálana xa. Dın Department of Canadian Heritage húlye tth'ı ECE k'ájën 1.4 million nélt'e tsamba yeba níle ʔat'e ʔlágh ghaye xa yet'á ʔerehtł'ís kuę bąlay yatı honelten xa.

GNWT betsı department sí t'at'u tsamba k'aldhır-u tth'ı t'a t'anódhër ghą ʔerehtł'ís sehile xaʔą ʔedëri Canadian Heritage yeba tsamba thela ba. ʔedëri Dëne ʔela Dëtthı sí né ts'ën k'aldhër nedhé chu ʔedıtą nëné ts'ą né ts'ën k'aldhër chu t'at'u tsambe k'ebeldhır-u tth'ı t'at'u yetá bet'ı sí ʔahtą badı sí xát'éé ʔat'e. ʔeyı Dëne ʔela Dëtth'ı sí tth'ı ʔeyı tsamba t'at'u bek'ǫdhër sí yek'órelʔą xa hurélʔ dúé ʔat'e.

Dëne T'adaîbedı sí

Yuní ghay dohódhër ʔlé sí, dëne-u organzatıons-ú t'a dáyıdhën-u tth'ı t'arádı sí ʔedëri Dëne ʔela Dëtth'ı betł'onedı ʔlé ʔat'e. T'a ʔą́ąz ʔelk'ék'ëré ghą bets'ën xáts'édı sí ją beyaghe bek'éríhtł'ís ʔat'e:

- ʔerehtł'ís nedhé ʔaté yatı natsër-u tth'ı te beneredí-u bet'á dëne yatı nedhé ts'ën ghálada xa.
- T'ą k'aldé dąlı sí bedınáíltí ʔaté yatı ghą nádáyalti ghą núdhër dé , Dëne hárelʔa beyatué ʔeghą k'á?ı ʔane t'á, ʔeyı tth'ı bedınáltí.
- Tsamba nítł'ır sí tth'ı hųzıį beserelní-ú tth'ı bet'áncret'a tth'ı xa bedınáltí
- ʔerehtł'ís kuę hadónelten sí bet'órelʔa dúé ʔat'e, xát'e t'á ʔeghą teachers hadónelten-u, begháré honelten xa ʔerehtł'ís dınáltu-u, bet'a ʔerehtł'ís dëne honelten dınáltí-ú tth'ı begháré yatı ghálada xa programs huts'ëlʔı
- ʔlákuı hárelʔa chu háyurıła xa programs chu huselʔı bet'á ʔerehtł'ís kuę ts'ı programs betsı'édı xa.
- T'a yatı xa hultá xa programs chu tth'ı dëne yatı t'á dëne ts'édı ʔą́ąz nesų ʔalye xa huselʔı
- T'a yatı t'á dáyatı nedhé xa hultá sí bets'ëlʔa xa huselʔı-ú tth'ı Dëne Yatı chu Bąlay Yatı chu dëne t'áhts'énile ts'ën yeghą dáyıdhën.

Dëne Yatı xa ʔerehtł'ís Nedhe nanet'ı xa Dëne ʔeha Dëlttha
K'ALDHËR BETS'Ì ʔEREHTŁ'ÍS

Yunedhé ts'ën xədbel

Dëne xël nádáyatı-ú tth'ı ʔanıé k'áúnahtą ghárę, dıre Dëne ʔeha Dëltth'ı ts'etáye sé?ıhjá begháré t'at'u ts'ën ʔaté hụzı̨ ʔeghálada-u xát'u dé ʔahı̨ yunedhé sóghǫnıltha za bets'ı̨ʔëné beghą náyatı xa. Dụ xaytás 2002 núdhër dé Dëne beba ʔelegëth dëltth'ı nat'ı̨ xálye ʔat'e, ʔeyër dé beba núút'a xat'e yeghą ʔahı̨ ʔą́ą́z nayahetı t'at'u yatı thela ghárę beghálada xa sí. Yunyéné ta'ı dëne ʔahı̨ yegha ʔesádı-u tó tth'ı t'adáyıdhën sí yeghą sózı̨ yıdhën dé ʔedëı Dëne ʔeha Dëltth'ı beba yatı nı?ą́ hurû?ı̨ dé xánele xa dúélá ʔedëı ʔerehtł'ís k'e beyatú hultá ts'ën yanelu xa bek'erehtł'ís ʔat'e.

T'a Daregháré ʔeghálada

Nuweı Dëne ʔeha Dëltth'ı muwe la hîlтsı xa dé, dıı *Yatı Nedhé xa ʔerehtł'ís* t'atthe bụnídhır bek'e yatı thela sí xaté hụzı̨ yatıe sí bedı xárą́łe. Dëne Yatı bek'ánı-ue tth'ı ʔą́ą́z bet'át'ı̨ ts'ën helʔa sı ʔahı̨ xát'u ts'ën beghálaıda dídı nı sı muwe yatıe bık'îlтsı ʔat'e. Nuweı tth'ı ʔahų buridla ʔat'e dëne yatı ʔaté bédı dé bets'ı ʔëné t'at'ı̨ dëne hụ́lı sí-u dëne ch'anré sı begháré bek'úrîjáile. Harelyú dëne beyatı nedhé xa dółta sí bet'á dëne ʔelkı'ízí ʔelét'e -ú hulta-u, t'a ʔeltth'ı dëne bets'éxą́lı yek'êlтsı-u tth'ı bet'óredhır xa ts'ën ts'ut'ón.

Nuwe la k'e, t'a ghárę ts'ën ʔeghálaıda sí dat'u ts'ën xat'e:
- Haryonla dála t'a bebeyatıe t'á dáyahelu sí besets'udı xaʔą.
- ʔedụzı̨ NWT harelyu ʔelk'éch'a yatı dółı sí dëne yet'órélʔa.
- Dëne bebeyatıe nedhé xa hulta sí harelyu ʔelts'étı's'edı t'á bet'at'ı̨ ʔat'e.
- K'étı's'eldé-u, taamba nîltł'ır sí-ú, tłı'ı t'at'u yatı t'á dënë ts'édı sí ʔaté beneredı-u, ʔeltth'ı-u, ʔałélt'e-u, xajërîle xa ts'ën bek'ánı xaʔą.
- Harelyụ dëne yatı t'á dáyatı náılna lat'e xat s'ën ʔeghálada xaʔą.

Te bets'ën hónʔá-u ʔedụ ts'ën nalye xa beghálada

ʔaté bets'ën xánítthën-u ts'etáy t'ats'ën ʔedụ náılye xa sîjá bets'ı̨ ʔëné ʔahų ʔą́ą́z beghą náyatı xa ʔeyër dé nade ʔerehtł'ís hîlтsı xat'e. Náye t'at'u ts'ën beghálaıda xa sí ʔaxą benúdîle-u tó są́. ʔeyîle ʔanîe bek'e ʔeghádálaıda sí ʔaxą ʔaté hụzı̨ senalye-u tth'ı ʔą́ąz hụzı̨ ts'ën nalye xa-u tó xa. ʔedëı t'at'u ts'ën senalye xa senáy hulta-u ʔerehtł'ís k'e bek'érîltł'ís xát'u dé yunedhé ʔeha ts'êltth'ı-u net'ı̨ xadé bebeba hûreni xa yebenelʔı ghą núdhër dé. ʔaxą dáîde xat'e:

1) *Dëne beyatıe xa ʔerehtł'ís nedhé* yé t'atthe yatı thela t'at'u ts'ën beghalada beghárę́t'a xat'e.

2) Dëne *beyatıe xa ʔerehtł'ís nedhé*dat'u ts'ën senalye xat'e:
   a) Né ts'ën k'aldhër benabą ʔeghádálama sí-u agencies dǫlı sí ʔedëı ʔerehtł'ís nedhé t'ábet'ı̨ xáʔą.
   b) Né ts'ën k'aldhër-u tó agency to ʔedëı *ʔerehtł'ís Nedhé*nalnı xa bets'êlʔa xat'e.
   c) Dëne Yatı K'e Yeʔı theda sí bela ʔedụ nalye xél ʔahı̨ ʔą́ą́z yatı ghą k'áldhër ʔálye xa.
   d) ʔedëı Yatı xa ʔerehtł'ís Nedhé thekhúth sí Dëne yatı t'á ʔate beneredí ʔálye xa.

e) ʔedëri dëne beyatıe ʔaaí nedhé xa hultá sí ʔedëri Act k'e bek'erehtł'ís k'e ʔedıı NWT háyorıla dáła sí huzı ts'ën bebalı.

3) ʔedëri ʔerehtł'ís Act hułye sí ʔaté beneredí xa yatı thela ghárę bek'e ghálada xa.

4) ʔedëri Dëne Yatı xa ʔerehtł'ís Nedhé chu Bet'a Honehtën xa ʔerehtł'ís Nedhé thela sí ghárę dëne yatı dënets'ęxaı ʔǫǫz nórıhtër-u bet'a háyorıla dáła-u, ʔerehtł'ís kuę-u ʔeła ʔeghálabena xa.

5) Ts'etáy dëne yatı t'á dëne hádónehtën xa ʔerehtł'ís Curriculum hułye chu ʔerehtł'ís dëne bet'á honehtën sehułye ʔat'e. T'ą dëne yatı t'á dëne hadónehtën dëne dáłı sí huzı dëne hadónehtën xa ʔedenı tth'ı hadǫnehtën xa. ʔate ʔılághe yatı hułı t'á dëne hónehtën xa programs t'at'ı dé ʔeyı tth'ı te t'at'u ts'ën bet'atı sí badı xaʔǫ.

6) Dëne háreha beyatıe chu Bąlay yatı chu xa programs xa ʔǫǫz tsamba nuhyı xa. T'a dëne yatıe ʔǫǫz dënegha hûle ʔáne sí ʔeyı t'á ʔaté beghálada-u tth'ı badı xa.

7) Dëne beyatı chu Bąlay beyatı chu bet'a ʔeghálada dé ʔaté be'tónéʔá-u bet'át'ı xa. Dałye xa dúéle dëne beyatıe nedhé hulta sí k'é t'a súghá humıdhën su nuıt'a-u to ʔeyíle ts'ën beghálada-u to.

8) Nié ts'ën k'aldhër chu hayorıla dáła sí-u, regional boards chu tth'ı ʔedıı néné k'éyághe xa boards dǫłı sí huzı ʔeła ʔeghádálabena xa.

9) Dëne beyatıe nedhé xa hulta sí xadé, dëneba ʔetadéyatı dąlı bet'at'ı-u, yatı dëne hadónehtën-u, ʔeyíle yatı t'á beba yatı bek'óneta terminology hułye sí-u tth'ı yatıe t'át'ı xa ts'ëlʔa ghálada xa.

10) Dëne beyatıe dáultá sí k'á?ıı ʔane ch'á ʔaté beghálada xaʔǫ.

ʔaxą-í ʔedëri ʔerehtł'ís-u to, Dëne ʔeła Dëlth'ı ghádálana-u tó begháre ʔeghálada-u to, ʔedëri Yatı xa ʔerehtł'ís Nedhé beghą ʔesózı ydhën dé, ʔedëri Dëne ʔeła Dëlth'ı bets'ı office ts'ën yanehtı xa dúéle:

Beyéyatı hultá xadé: 920-6929 or nánîle beyéyatı hulta sû-877-920-7265
Beyéyatı ʔerehtł'ís ʔeta nalyı hulta sı: 873-0366 to nánîle beyeyatı hulta sí 1-800-661-0872
Satsán benî hulı ye xa dé: languages@gov.nt.ca

ʔeyíle ts'ën begha bek'órushá yudhën dé Dëne ʔeła Dëlth'ı bets'ı Web site sı:
www.assembly.gov.nt.ca\languages

The translation of the Executive Summary in this language is in progress.

To receive a copy, please contact the Special Committee on the Review of the *Official Languages Act* at:

Phone: (867)920-8014
Toll free: 1-877-920-7265

Fax : (867)873-0366
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SOMMAIRE

Le Comité spécial sur la révision de la *Loi sur les langues officielles* a préparé ce rapport d'étape pour informer la population sur ses activités et pour susciter plus de commentaires et suggestions. Au cours des six prochains mois, le Comité préparera un rapport définitif qui aura un impact sur le développement futur des langues officielles aux Territoires du Nord-Ouest (T.N.-O.). Il est important que les résidents des T.N.-O. se fassent entendre pendant cette période. Le Comité spécial veut s'assurer que ses recommandations définitives seront pratiques et utiles, pour que toutes les langues officielles en ressortent plus fortes.

Introduction

En 1984, le gouvernement des Territoires du Nord-Ouest (GTNO) a adopté l'*Ordonnance sur les langues officielles*, laquelle reconnaissait l'anglais et le français comme langues officielles. L'Ordonnance accordait une reconnaissance aux langues autochtones des T.N.-O. En 1985, l'*Ordonnance sur les langues officielles* est devenue la *Loi sur les langues officielles*. La Loi a été modifiée en 1990 pour reconnaître comme langues officielles, au sein d'institutions de l'Assemblée législative et du GTNO, l'anglais, le chipewyan, le cri, l'esclave du Nord et du Sud, le français, le gwich'in et l'inuktitut, l'inuvialuktun et l'innuinaqtun. La Loi a également mis sur pied le Commissariat aux langues. Depuis ce temps, le gouvernement a mené des activités pour promouvoir l'usage de toutes les langues officielles.

Le Comité spécial sur la révision de la *Loi sur les langues officielles*, un comité de l'Assemblée législative des Territoires du Nord-Ouest, a été mis sur pied en 2001. Son mandat est de revoir l'efficacité de la *Loi sur les langues officielles*. Le Comité a dû répondre aux questions suivantes :

- Est-ce que les gens comprennent la *Loi sur les langues officielles*?
- Est-ce que la Loi protège et préserve toutes les langues officielles?
- Est-ce qu'on répond aux besoins en matière de langues officielles?
- Que peut-on faire pour améliorer la Loi?
- Que peut-on faire pour améliorer l'usage des langues officielles dans le cadre de la prestation des programmes et des services aux T.N.-O.?

Au printemps 2001, le Comité a embauché du personnel pour effectuer la planification et la recherche. En septembre, le Comité a tenu à Yellowknife une rencontre territoriale sur les langues. Des représentants de toutes les communautés linguistiques ont assisté à cette rencontre. Le Comité a également commencé ses déplacement dans les communautés des T.N.-O. pour rencontrer les personnes qui ont de l'inquiétude au sujet de leur langue. Pendant cette période, le Comité a communiqué régulièrement avec tous les particuliers et organismes intéressés par la question des langues officielles des T.N.-O.

En mars, le Comité a tenu des audiences publiques à Yellowknife. Lors de ces audiences, des présentations ont été faites par des organismes autochtones, par la communauté francophone, par le Sénateur Sibbeston, par des organismes non gouvernentaux, par la commissaire aux langues actuelle et les ex-commissaires aux langues des T.N.-O. de même que par la Commissaire aux langues du Canada.

Le Comité spécial poursuit sa recherche sur les services du gouvernement en matière de langues, sur le Commissariat aux langues, l'enseignement des langues, et les droits des Autochtones en matière de langue. Le Comité planifie tenir une autre rencontre sur les langues des T.N.-O. au cours de l'automne 2002. Après cette rencontre, en automne 2002, le Comité préparera son rapport définitif qui peut recommander des modifications à la *Loi sur les langues officielles* et à la façon dont la Loi est mise en oeuvre.

L'importance des langues et des cultures

Le Comité spécial a appris que la préservation de nos langues est très importante. Par la langue, nous exprimons notre identité particulière et notre culture. Si vous voulons vraiment préserver nos cultures distinctes, nous devons également préserver nos langues.

Pour préserver les langues officielles des T.N.-O., nous devons utiliser ces langues dans la vie quotidienne. Ce n'est pas là chose simple pour les langues autochtones et le français, car l'anglais est vraiment la langue dominante aux T.N.-O. et au Canada. La préservation des langues signifie que nous devons tous, et cela veut dire les gouvernements, les organismes communautaires et chacun de nous, faire un effort pour utiliser plus souvent nos langues officielles.

Le transfert linguistique et la revitalisation d'une langue

Le « transfert linguistique » fait référence à un important déclin ou une importante augmentation de l'usage d'une langue. Par exemple, si des aînés parlent leur langue traditionnelle, mais que leurs petits-enfants ne parlent que l'anglais, il y a eu transfert linguistique. Un tel phénomène se produit en général parce qu'une langue devient dominante par rapport à une autre. Cela peut également se produire quand des gens sont forcés de parler une autre langue, en raison d'un mariage interculturel, ou quand ils déménagent dans une région où on parle une autre langue. Aux T.N.-O., les statistiques démontrent clairement que l'usage des langues autochtones est en déclin depuis quelques générations. Certaines langues ont connu un déclin plus important que d'autres. L'usage du français aux T.N.-O. semble également être en déclin.

Le fait de prendre des mesures pour revitaliser une langue en déclin s'appelle « inversion du transfert linguistique » ou « revitalisation d'une langue », expression utilisée dans ce rapport. La revitalisation d'une langue commence généralement par la planification concernant une langue. Au cours des dernières années, chaque communauté linguistique des T.N.-O. a préparé un plan concernant sa langue et travaille maintenant à la mise en

oeuvre de ce plan. La communauté francophone a également pris des mesures pour préserver et promouvoir le français aux T.N.-O. Le GTNO a récemment préparé une stratégie pour les langues autochtones des T.N.-O.

Une planification efficace pour inverser le transfert linguistique est d'aider les familles à enseigner et à apprendre la langue traditionnelle à la maison. Cela comporte également la création d'un milieu social à l'échelle de la communauté qui encourage et appuie l'usage de la langue traditionnelle.

La planification concernant les langues aux T.N.-O. est compliquée du fait qu'il y a onze langues officielles, avec différents dialectes pour chaque langue autochtone.

D'autres pays ont également eu mis sur pied des programmes pour inverser le transfert linguistique. Les plus efficaces étaient combinés aux mesures suivantes :

- Législation en matière de langues
- Recherche sur la langue et préservation de cette dernière
- Promotion de la langue
- Apprentissage de la langue traditionnelle à la maison et dans la famille
- Enseignement de la langue dans les écoles
- Ensemble de programmes sur la langue au sein de la communauté.

Histoire des langues aux T.N.-O.

Aux T.N.-O., les langues autochtones et le français n'ont pas eu beaucoup d'aide de la part du gouvernement avant les années 1970. Pendant de nombreuses années, le gouvernement fédéral ne reconnaissait officiellement ni le français, ni les langues autochtones aux T.N.-O. En fait, le gouvernement avait une politique d'assimilation envers les peuples autochtones. La culture autochtone n'était pas respectée. Bon nombre d'Autochtones ont été forcés de parler anglais dans les pensionnats; l'anglais était la langue de travail au gouvernement et dans les entreprises.

Les frontières provinciales et territoriales établies dans l'ouest du Canada n'ont pas respecté les nations autochtones traditionnelles. Les communautés linguistiques et culturelles ont été divisées entre différents territoires et provinces, ce qui a rendu encore plus difficile une action collective.

En 1969, la *Loi sur les langues officielles* du Canada a été adoptée. Cette Loi reconnaissait partout au Canada les droits des francophones en matière de langue. Au cours de la même année, l'opposition au *White Paper on Indian Policy* (1969) a forcé le gouvernement fédéral à changer sa politique d'assimilation envers les peuples autochtones.

Au début des années 1970, les politiques du gouvernement aux T.N.-O. ont commencé à changer. Le GTNO a commencé à offrir l'enseignement en français dans les écoles. Des programmes en langues autochtones ont également été développés pour les écoles. Le

gouvernement a commencé à former et à embaucher des interprètes et des traducteurs professionnels. On a organisé des activités pour promouvoir les langues.

Depuis 1984, le gouvernement fédéral accorde du financement au GTNO pour les services en français et le développement des langues autochtones. Des services sont offerts par le gouvernement dans toutes les langues officielles, quand cela est approprié. Plus récemment, les communautés linguistiques autochtones ont pris d'importantes responsabilités face à la planification régionale des langues et des projets communautaires. Les conseils scolaires de division ont conservé la responsabilité de l'enseignement des langues autochtones dans les écoles. Une commission scolaire francophone de division a été créée pour gérer le programme de français, langue première.

La condition de nos langues

Partout aux T.N.-O., de moins en moins de gens parlent les langues autochtones. Bon nombre d'Autochtones, en particulier les jeunes, se servent maintenant de l'anglais comme langue première à la maison. Environ 25 % des jeunes Autochtones de moins de 25 ans parlent leur langue traditionnelle; cependant le niveau de fluidité verbale de bon nombre de ces jeunes s'avère plutôt faible. Par comparaison, 76 % des Autochtones de 45 ans et plus parlent leur langue. Ces chiffres varient d'une communauté linguistique autochtone à l'autre. Ils peuvent également varier d'une localité des T.N.-O. à l'autre.

Ce déclin dans l'usage des langues autochtones est significatif, car les T.N.-O. sont l'un des seuls endroits où sont parlées l'esclave du Nord et le Dogrib; c'est également l'un des rares endroits au monde où sont parlées les autres langues autochtones officielles.

L'usage du français au sein de la population francophone semble également être en déclin. L'anglais est la seule langue qui connaît une augmentation de son usage. L'anglais est la langue le plus couramment utilisée dans les foyers, partout aux T.N.-O.

Buts concernant les langues aux T.N.-O.

Chaque communauté linguistique autochtone des T.N.-O. a élaboré des buts concernant sa langue. En général, ces buts comprennent ce qui suit :

- Préserver la langue (par les histoires orales, des dictionnaires, etc.)
- Promouvoir l'importance de la langue (au sein de la famille et chez les jeunes)
- Élaborer des programmes de langue et du matériel didactique pour les écoles
- Former des interprètes-traducteurs et des moniteurs de langues
- Appuyer les langues par le biais de politiques et d'une législation
- Consolider les programmes scolaires
- Coordonner les projets communautaires concernant les langues.

La communauté francophone a déterminé ses priorités, lesquelles comprennent la promotion de la langue et de la culture, la consolidation des programmes scolaires, plus de services en français et l'appui aux médias de langue française.

Présentement, le GTNO travaille avec les communautés linguistiques des différentes langues officielles pour les aider à atteindre leurs buts.

Droits linguistiques

L'Organisation des Nations Unies (ONU) a établi des protocoles, des conventions et fait des déclarations pour appuyer les droits en matière de langue partout dans le monde. Selon les Nations Unies, tous les peuples ont le droit de parler leur langue. De même, l'éducation doit démontrer du respect pour l'identité culturelle, la langue et les valeurs de l'enfant. Selon une déclaration internationale, un peuple a le droit de préserver sa propre langue sur son propre territoire traditionnel. Les gens qui viennent s'installer dans ce territoire doivent faire un effort pour s'adapter à la langue et à la culture de la population indigène.

Au Canada, la *Loi constitutionnelle de 1982* dit que l'anglais et le français ont un statut et des droits et privilèges égaux quant à leur usage dans les institutions du Parlement et du gouvernement du Canada. La *Loi constitutionnelle* garantit également les droits à l'instruction dans la langue de la minorité. Cela signifie que les francophones peuvent demander et opérer des écoles en français partout au Canada, quand le nombre d'élèves le justifie. La *Loi constitutionnelle* dit que le gouvernement doit fournir des services en français et en anglais quand la demande le justifie.. Cela signifie que les francophones peuvent demander et exploiter des écoles pour les élèves francophones n'importe où au Canada, là où le nombre le justifie. La *Loi constitutionnelle* dit également que le gouvernement canadien doit fournir des services en anglais et en français partout au Canada. La *Loi sur les langues officielles* du Canada (1988) réaffirme et définit plus clairement les droits en matière de langues établis en vertu de la *Loi constitutionnelle*. Les deux lois prévoient des services d'interprétation, au besoin, dans tous les recours judiciaires effectués au Canada.

L'article 35 de la *Loi constitutionnelle* reconnaît «…les droits existants - ancestraux ou issus de traités - des peuples autochtones du Canada. » Les droits ancestraux ne sont pas entièrement définis dans la Loi, mais peuvent comprendre les droits linguistiques. Les ententes sur l'autonomie gouvernementale des Autochtones présentement en négociation aux T.N.-O. commencent à traiter des questions de langues.

De tous les territoires et provinces du Canada, les Territoires du Nord-Ouest et le Nunavut sont les deux seuls gouvernements au Canada à reconnaître les langues autochtones comme langues officielles. La *Loi sur les langues officielles* des T.N.-O. (1990) dit que toutes les langues officielles peuvent être utilisées à l'Assemblée législative. Elle dit aussi que les services du GTNO peuvent être fournis dans les langues officielles, quand la demande le justifie. Le commissaire aux langues officielles est

chaque communauté des T.N.-O. Les gens devraient être informés qu'ils ont le droit d'utiliser leur langue dans les régions désignées.

La *Loi sur l'éducation* (1996) permet aux administrations scolaires de district (ACD) de choisir la langue d'enseignement pour leurs écoles. Cependant, la demande doit le justifier et il doit y avoir des enseignants qui parlent couramment leur langue et du matériel didactique suffisant. Pour ces raisons, entre autres, de nombreuses administrations scolaires de district n'offrent pas de programme en langues autochtones, langue première. Les droits des francophones sont définis dans le règlement sur l'instruction en français langue première, relevant de la *Loi sur l'éducation*. Il y a des écoles pour les francophones à Yellowknife et à Hay River.

De nombreuses autres lois territoriales font référence aux langues. Dans la plupart des cas, il faut faire appel aux services d'interprètes ou de traducteurs pour fournir l'information ou les services essentiels.

Financement et obligation de rendre des comptes

Patrimoine canadien, un ministère du gouvernement fédéral, accorde au GTNO environ 3,5 millions de dollars par année pour les langues officielles. De ce montant, 1,6 million est réservé aux services en français. Le montant qui reste, soit 1,9 million, sert à revitaliser, préserver et mettre en valeur les langues autochtones. Cet argent est géré par le ministère de l'Éducation, de la Culture et de la Formation (ÉCF).

La plus grande partie du financement pour les langues autochtones va directement aux communautés linguistiques, pour des projets communautaires. Le montant qui reste sert à l'apprentissage des langues autochtones, à la télédiffusion et à la radiodiffusion, à la recherche et au développement de matériel didactique. De même, le GTNO engage environ 7,1 millions de dollars par année de ses propres fonds pour les langues autochtones. La plus grande partie de cet argent va aux conseils scolaires de division, pour la programmation scolaire dans les langues autochtones.

Le financement pour le français va principalement à la traduction, aux primes au bilinguisme, de même qu'aux annonces, panneaux de signalisation et impression de documents en français. Patrimoine canadien accorde également au ministère de l'Éducation, de la Culture et de la Formation environ 1,1 million de dollars pour l'instruction en français dans les écoles.

Les ministères du GTNO doivent fournir des rapports financiers et d'activités appropriés sur le financement reçu de Patrimoine canadien. Le Comité spécial continue son étude sur la façon dont le financement provenant du fédéral et du territorial est dépensé et sur l'obligation de rendre des comptes à cet effet. Le Comité est également très intéressé à évaluer ce qui s'accomplit avec ce financement.

Commentaires du public

Au cours de la dernière année, le Comité spécial a reçu bon nombre de commentaires et de suggestions de la part de particuliers et d'organismes. Les plus fréquents sont résumés ici :

- Nous avons besoin d'une législation plus énergique et plus claire pour appuyer les langues officielles.
- Nous avons besoin d'un solide leadership pour régler les questions concernant les langues, particulièrement celle traitant du déclin rapide des langues autochtones.
- Le financement doit être coordonné de façon plus efficace.
- L'éducation à l'école est très importante; nous devons donc prendre des mesures immédiates pour former plus d'enseignants, pour créer des programmes d'études, pour élaborer du matériel didactique et pour fournir des programmes efficaces en matière de langues.
- Nous avons besoin de programmes fondés sur la famille et la communauté pour appuyer et renforcer les programmes scolaires.
- Nous devons améliorer la prestation des programmes et des services en matière de langues.
- Nous devons promouvoir toutes les langues officielles et changer les attitudes négatives face aux langues autochtones et au français.

Aller de l'avant

En se fondant sur sa recherche et sur les consultations publiques, le Comité spécial a identifié certains principes directeurs et certaines orientations à changer. Certains peuvent être utiles, d'autres pas. Ces principes et orientations doivent faire l'objet de discussions en profondeur au cours des mois qui viennent. La deuxième rencontre territoriale sur les langues, au cours de l'automne 2002, permettra de plus amples discussions à ce sujet. Le public peut également faire parvenir ses commentaires et suggestions au Comité spécial, dont les coordonnées apparaissent à la dernière page du sommaire.

Principes directeurs :

Dans le cadre de son travail, le Comité spécial a respecté l'esprit du préambule de *la Loi sur les langues officielles*. Il est demeuré engagé face à la préservation, au développement et à la mise en valeur des langues autochtones. Il demeure convaincu que la protection légale des langues en tant que mode d'expression favorisera le maintien des cultures autochtones distinctes. Le Comité désire doter toutes les langues officielles d'un statut, de droits et de privilèges égaux.

Dans le cadre de son travail, le Comité spécial a été guidé par les principes directeurs non officiels suivants :

- Les langues appartiennent à leur communauté linguistique respective.
- Les langues officielles des T.N.-O. constituent un bien précieux pour tous les citoyens.

- Le fait de préserver l'usage des langues officielles constitue une responsabilité partagée.
- La gouvernance, le financement et la prestation des services doivent se faire de façon juste et rentable.
- Il faut utiliser un ensemble d'approches pour inverser le transfert linguistique.

Orientations stratégiques pour amorcer un changement :

Le Comité spécial a préparé les orientations stratégiques suivantes pour amorcer un changement visant à stimuler de plus amples discussions, alors que nous nous préparons à rédiger notre rapport définitif. Certaines de ces orientations peuvent s'avérer non adéquates. D'autres peuvent nécessiter une révision et un polissage. Certaines personnes peuvent en désirer d'autres. Nous avons donc numéroté les orientations pour amorcer un changement de façon à ce qu'elles soient facilement identifiables lors des discussions à venir.
Nous pourrions :

1) Ajouter les principes directeurs susmentionnés au préambule à la *Loi sur les langues officielles.*

2) Modifier la *Loi sur les langues officielles* :
   a) pour qu'elle s'applique à toutes les agences et à tous les entrepreneurs qui fournissent des services gouvernementaux;
   b) pour mettre sur pied un organisme ou une agence qui est responsable en vertu de la Loi;
   c) pour changer et/ou pour renforcer le rôle du commissaire aux langues (les options sont présentement à l'étude);
   d) pour utiliser les termes dénés appropriés dans la Loi;
   e) pour s'assurer que les langues officielles listées dans la Loi reflètent adéquatement les communautés linguistiques actuelles aux T.N.-O.

3) Renforcer et clarifier la Loi par le biais de règlements et de politiques.

4) Renforcer les droits des langues autochtones dans la *Loi sur les langues officielles* et dans la *Loi sur l'éducation* et établir des liens plus solides entre le système scolaire et les communautés linguistiques.

5) Établir une approche plus structurée face à l'enseignement des langues autochtones en développant un programme et des ressources appropriés, en améliorant la formation et la certification des moniteurs de langues, en utilisant un programme d'immersion, et en évaluant adéquatement la maîtrise avec laquelle une langue est parlée.

6) Accorder plus de financement et un financement plus soutenu pour les programmes et services dans les langues autochtones et le français, avec une considération toute spéciale pour les langues menacées.

7) Améliorer l'efficacité et l'obligation de rendre des comptes des systèmes de prestation des programmes et services, possiblement en établissement, par exemple, des centres de services pour les langues officielles, dans les régions désignées.

8) Établir des liens plus étroits entre le GTNO et les communautés linguistiques, possiblement par le biais de commissions régionales sur les langues ou d'une commission territoriale sur les langues.

9) Augmenter l'usage fonctionnel des langues officielles par des services améliorés d'interprètes-traducteurs, par des cours de langue, par le développement de la terminologie et par la promotion des langues.

10) Reconnaître que les langues autochtones officielles sont en grave déclin et prendre des mesures actives et énergiques pour leur redonner vie.

Si vous désirez faire des commentaires ou des suggestions concernant le travail du Comité spécial, les principes directeurs et les orientations qu'il a établis, ou sur la révision de la *Loi sur les langues officielles*, veuillez communiquer avec le bureau du Comité spécial :

Téléphone : 920-6929 ou sans frais au 1-877-920-7265
Fax : 873-0366 ou sans frais au 1-800-661-0872
Courriel : languages@gov.nt.ca

Vous pouvez également consulter le site Web du Comité :
www.assembly.gov.nt.ca/languages

DIICHÌT GUGWANDAK NAGWAN

Aıı khehłok ıhłak nılıı zrıt, Specıal Commıttee Offıcıal Languages Act gogàhnuu gwatanah'yaa geenjıt, dageedı'ı' geenjıt jıı gwandak gısrıınagılnjık gagwataandak geenjıt akòo ts'àt dınjıı kat dagıınıındhan geenjıt gogoohadahkat. Yendoo srıı nanh nıhk'ıntık gwınjı', yendoo jı' geenjıt gwandak khaıınkoo gısrıınagahahndal zhìt nakhwanankat (NWT) gwızhìt gıtèelyaa ts'àt vat'agwahdahch'yaa geenjıt dıınjıgıdıjıı. Juu dagoonch'uu guuzhık daıınohthan geenjıt goots'àt gınohkhıı geenjıt dıınjıgıdıjıı ts'at guuveenjıt gwıjıınchıı zhan nılıı. Aıı Specıal Commıttee khehłok nagwıjılzhıı kat jıdìı gwızhìt gwıheelyaa tthak dıiyeenjıt gwıınzıı ts'àt nıkhwıgınjık tthak gwınıınt'aıı heelyaa ànts'àt tthak gwat'agwahdahch'yaa dagoonch'uu łoo hàh gadıınjıgıdıjıı.

Tr'oochıt Dagwınuu

1984 dàı' gwànoo, aıı NWT eenjıt K'adagwıdaadhat nılıı (GNWT) jıı dagwıdjı'e' gwık'ıt goodlıt *Offıcıal Languages Ordınance* gıtr'ahnuu aıı gwızhìt zrıt Uunjıt K'yuu ts'àt French gınjık hàh offıcıal gıiyèłtsaıı gahgıheedandaıı geenjıt nılıı. Jıı dagwıdjı'e' k'ınghe' dınjıı zhuh gınjık tthak gahgıheedandaıı geenjıt gwık'ıt goovàh gıiyèłtsaıı. Aıı tł'ee khaıı 1985 dàı' t'at, aıı *Offıcıal Languages Ordınance* gıiyahnuu zrıt *Offıcıal Languages Act* gwık'ıt èjee nagwıjàazhıı. Jıı ı'e' tł'ee t'at 1990 dàı' chan èjee nagwıjàanaıı ts'àt Cree gınjık, Chıpewyan, Dogrıb, Înuktıtut, Înuvıaluktun, Înnuınaqtun, Gwıch'ın, North Slavey ts'àt South Slavey kat hàh tthak gwıt'eh nàgìnı'àıı Legıslatıve Assembly gwızhìt ts'àt GNWT kat hàh, French ts'àt uunjıt k'yùu kat hàh. Ànts'àt aıı k'ınghe' jıı Office of Languages Commıssıoner gwıtr'ıt gıts'an ałtsaıı. Aıı gwats'at chan, jıı k'adagwıdaadhat kat gwıntł'òo gwıtr'ıt t'agugwah'ı gınjıh tthak gwıt'agwahdahch'yaa geenjıt.

Jıı Specıal Commıttee kat chan *Offıcıal Languages Act* gwızhìt gwahnah'yaa geenjıt zhan nılìı 2001 dàı' gwılàıı gwıındhàt ts'àt jıı khehłok Legıslatıve Assembly of the Northwest Terrıtorıes guuveenjıt zhàn gıheelyaa. Jıı khehłòk kat chan vat'àıı dàgòonch'uu geenjıt aıı dagwıdjı'e' *Offıcıal Languages Act* eenjıt gıık'àgahaandal. Aıı Commıttee kat chan jıı tthak gwık'ıt geenjıt gogoodalkàt:

- Aıı *Offıcıal Languages Act* gıiyàhnuu t'alèe dınjıı kat gwık'ıt tadzìı gahah'èe?
- Aıı *Iı'e'* gıiyàhnuu gınjıh tthak gwıch'ì' guk'ànahtıı ts'àt gıık'àndehnahtıı lèe gwıtr'ıt t'agwah'ın?
- Aıı gınjıh tthak jıdìı gwızhìt gıınıındhan t'alèe vàh gwıınzıı akòo t'agıdı'ın?
- Aıı *Iı'e'* hàh veenjıt gwıheezaa jì' t'agıheedı'yaa?

- Zhık NWT gwızhìt danh gınjıh geenjıt gwıtr'ıt nıhtat gòonlıı ts'àt veenjıt gwıtr'ıt gwahtsıı jì' dàgwìheedı'yaa?

Nagwıdadhat 2001 sreendıt dàı', jıı Committee kat chan dınjıı srìı t'ınàanch'uu gwıtr'ıt goots'an gwàłtsaıı ts'àt t'àgìheedı'yàa akòo ts'àt gıyeenjıt gık'àgaanjıı eenjıt gwıtr'ıt gùgwìnıındhàt. Aıı tł'ee September nanh gwànoo, Srıtsookaık'ıt gwızhìt gınjıh eenjıt leıı kat łhgıljıl. Leıı kat juudìn gınjıh nıhtat gòonlıı zhıt gwıtr'ıt t'agwah'ıı tthak łhnagıljıl. Aıı gehkhee ts'àt jıı Committee kat chan dıkaık'ìt gwıtak gwınàanch'uu ts'àt nagoojìl dınjıı kat juudìn guugınjìk ganınjı'adhat kat hàh ts'àt gıgınhè'. Ezhìk danh zrıt, aıı Committee kat chan khehłòk nagwıjìlzhıı kat ts'àt dınjıı kat juudìn guugınjìk hàh nıhts'aıı gwınıı'aıı goovàh nıhkhan goovàh gısrìı nàgùgwınıı'aıı geenjıt.

Aıı tł'ee March nanh gwanoo, Srıtsookaık'ıt gwızhıt danh dınjıı kat hah guudèezhuu gıgıjıtth'ak. Ezhık danh chan, dınjıı zhuh khehłok nagwıjılzhıı kat, French eenjıt khehłok nılı kat, juk drın ts'at adaı' gwanoo gwats'at juudın languages commıssıoner kat chan hah, khehłok nılı kat jùu government t'agınch'uu kwaa ànts'àt aıı Languages Commıssıoner of Canada srıhee goots'at gınjıh tsal gałtsaıı.

Aıı Committee kat chan tth'aıh hee jıdìı k'adagwıdaadhat geenjıt gwıtr'ıt gwızhıt gık'atr'aanjıı, Commıssıoner Gınjıh Geenjıt nılı vıgwıtr'ıt, gınjıh geenjıt gatr'oonahtan, ts'at aıı dınjıı zhuh k'yuu geenjıt dagwıdıı'e' tthak gwızhıt. Tth'aıh aıı Committee dıkaık'ıt lat gwıts'at gıheedaa akòo ts'àt 2002 khaıınts'an' danh chan nıhkhah łagahaadaa nıchıh gwıheelyaa. Ezhık danh zrıt khaıınts'an danh t'at 2002 khaıı guuzhık aıı Committee kat gugwandak gısrıınagıgıhee'aa, aıı gwızhıt jıdıı *Official Languages Act* zhìt gınjıh lat ejee natr'ıgwıtee'aa duulèh gadıınjı'gıteedhat ts'àt nıts'oots'àt aıı *ıı'e'* gwızhìt natr'ıgwıhee'aa.

Nıts'oots'at Gınjıh ts'at Gwık'yuu Gwıjıınchıı Goo'aıı

Aıı Specıal Committee akòo dagınuu dıigınjık tthak guk'ahnahtyaa geenjıt gwıjìınchıı gòonlıı gık'atr'aanjık. Nekhwegınjık ts'àt nekhwek'yuu k'ıghe' juudın tr'ınlıı tthak gahtr'ıdandaıı. Dıigınjık ts'àt dık'yùu yendoo jì' geenjıt k'atr'ahnahtyaa gwınıındhan jı', aıı geh'an dıigınjık k'atr'ahnahtyaa gwık'ıt gwıhee'aa gwızraıh dagoonch'uu.

Drın gwıtak gwınaanch'uu dıigınjık vat'atr'ıjąhch'uu k'ıghe' NWT gwızhıt dıigınjık tthak k'atr'ahnahtyaa gwızraıh dagoonch'uu. Shık ınıhłık gwa'an uunjıt k'yuu tr'ijıtth'ak k'ıghe' dıigınjık ts'at French k'yuu k'atr'ahnahtyaa gwınıındhan jı' t'at dıiyeenjıt duuyeh gı'gwadhan dagoonch'uu gahkhwındaıı. Juu dagoonch'uh

gwiiniindhan jì' NWT gwizhit tthak diiginjik vat'atr'ijąhch'uu gwik'it gwizraih dagoonch'uu – k'adagwidaadhat gwizhit hah, kaiik'it gwizhit tthak hah ts'at at'aonyaanch'uu tthak hah – nihkhan diiginjik zhit nihts'at gigiteekhyah gwizraih k'iighe' gwiheezaa dagoonch'uu.

Ginjih Ejuk Gwahtsii ts'at Ginjih Ejee Natr'igwinii'aih

Ginjih gwiintł'oh vat'atr'ijąhch'uu goo akwaa jì' "Ginjih Ejuk Gwahtsii" giiyàhnuu. Juhts'ants'àt zrit anjòo kat digiginjìk gigiinkhii gwàt goocheii kat oonjit k'yuu gwizraih gigiinkhii, aii t'at ginjih ejuk gwahtsii gugahnuu nagwiizhit. Ginjih ihłak tr'oochit gwinee'aa gwik'it goonlii geh'an t'at juu gwik'it tagwadhat. Aii gehkhee ts'at nijin gwa'an aii dinjii kat ezhii ginjih gigijuhkhya' k'iighe' akòo dàgwidizhik, nihkhàh tr'agwąhjik k'iighe' goo dinjii ezhii nankak gwits'at gichuu'oh jì' akoo dagwidizhik. Zhit NWT gwizhit t'at, adai' gwanoo leii kat gugiinjik giinkhii kwaa k'iighe' vah ginjih gwi'it nagwijaazhii. Ginjih srit'inaanch'uu zrit gwiyaa'an zhak nagwithilit. French chan igidint'eh chan NWT gwizhit gah chan zhak nagwijaazhii gwik'it egwideech'in.

Ginjih hah gwitr'it t'agwaa'ii jì' jidii gwi'it nagwijaazhii gah dagoonch'uh geenjit aii t'at "ejee natr'agwahtsii gwik'it neegugwinii'aih". Aii t'at chan "ginjih nagwit'agwijąhch'uu" giiyahnuu, aii t'at zhik edinehtł'eh gwizhit vat'atr'ijąhch'uu. Ginjih nagwit'agwijąhch'uu nagugwinii'aih jì' t'at tr'oochit aii hah gwitr'it t'agugwatah'yaa. Khaii k'eejit gwanoo gwats'at, ginjih nihtat goonlii t'inaanch'uu zrit dagiheedi'yaa geenjit edinehtł'eh kak gugwidinuutł'oo ts'at gwinjik gwitr'it t'agugwah'ii. French kat chan igidint'eh gwik'it akoo t'agidi'in dagoonch'uu zhit NWT gwizhit geenjit. Aii GNWT guk'agwaadhat kat chan dinjii zhuh ginjik geenjit zhit NWT gwizhit t'agiheedi'yaa geenjit gwik'it akoo dageedi'in'.

Jii gwitr'it geenjit dagiiniindhan zrit zhehk'oo tthak goots'at tr'itr'iheendal giik'agahaandal geenjit ants'at gwik'yuu guk'agahnahtyaa geenjit goo'aii. Akoo ts'at diikaiik'it gwizhit khehłok gwizhit diiginjik hah nihts'at tr'igiinjii ants'at nihts'at tr'igiheendal jii tthak geenjit gwik'it gwiheezaa dagoonch'uu.

NWT gwizhit zrit ginjih ihłok gwijuutin ts'at ihłak gidilii dagoonch'uu geenjit gugwiheetrii akoo ts'at diiginjik gwizhit at'aonyaanch'uu zrit nihłe'ejuk tr'igiinjii dagoonch'uu gahtr'idandaii.

Ezhii nankat juhts'ants'at gwitr'it gwik'it gugwałtsaii. Jidii guuveenjit gwiinzii gwitoh gwichuudhat zrit juu gwik'it nihtat nagiinii'aii:

- Gınjıh eenjıt dagwıdjı'e'
- Gınjıh geenjıt gık'agaanjı ts'at gwık'atr'ınahtı
- Gınjıh nıhkhan tr'ıgınjı gadınjıgıdıjı
- Dıızhehk'oo ts'at dıızheh tat gık'atr'ahaandal
- Ge'tr'oonah:an gwızhıt gınjıh eenjıt gagootr'oonahtan
- Kaık'ıt gwızhıt gınjıh eenjıt gık'agahaandal gwık'ıt gwınınındhan.

NWT Gwızhıt Gınjıh Hah Dagwıdızhık

1970 daı' gwıts'at dınjı zhuh k'yuu ts'at French kat chan NWT gwızhıt K'adagwıdaadhat duuyeh goots'atr'ınjı dagoonch'uu. Nagwıdadhat leı nagwınınındhat, French goo dınjı zhuh k'yuu k'adagwıdaadhat nıhchı k'ıghe' duuyeh aı gınjıh tthak gahgeedandaı'. Aı gah chan, k'adagwıdaadhat zrıt dınjı zhuh ts'at ezhuu kat nıhtat nagugwınınlı gwık'ıt geenjıt dınjıgıdıjı gınuh. Dınjı zhuh k'yuu duuyeh yınjı'gugwıchıl'ee gwık'ıt gwınlı'. Dınjı zhuh kat t'at zheh k'atr'ınahtı gwızhıt tthak oonjıt k'yuu gwızraıh gıjuukhya' juu gootr'ahnuu akoo ts'at k'adagwıdaadhat gugwıtr'ıt tthak gwızhıt oonjıt k'yuu gwızraıh t'agıjąhch'u'.

Tr'oochıt Canada gwızhıt nakhwanankak gwınagoo'ee jıdı tł'yah nanınt'aı nıjın gwa'an tr'agwınındaı' ts'at natr'ılzrı' tthak yınjı'gugwıchıl'e' dagınch'uh kwaa. Geetak gınjıh tthak kaık'ıt gwıtak gwınaanch'uu gwızhıt t'ınaanch'uu gwıtł'at nıhk'yuu nagınınlı, aı gah chan gwıch'ı gwıtr'ıt t'agugwah'ı geenjıt gugwınıntrı gwık'ıt zhan gwınlı'.

Aı gwıchıh zrıt khaı 1969 daı', Canada gwızhıt jı dagwıdjı'e' zrıt, *Official Languages Act* gıyahnuu gwık'ıt goodlıt. Jı *Î'e'* k'ıghe' Canada gwızhıt French kat chan guuk'yuu gahgeedandaı'. Aı khaı daı' chan, jı edınehtł'eh daagaı Dınjı Zhuh Dagwıdjı'e' gwıch'ı' geenjıt (1969) gwık'ıghe' aı k'adagwıdaadhat nıts'oots'at dınjı zhuh hah jı nıhtat nagugwınınlı geenjıt dagwıdjı'e' aı hah dagınch'u' geenjıt ejuk gugwıheelyaa geenjıt dınjıgıdıjı.

Aı tł'ee 1970 tr'oochıt nagwınınındhat daı', NWT gwızhıt aı k'adagwıdaadhat geenjıt dagwıdjı'e' ejee nagwıjaazhı nagwınınındhat. Aı NWT gwızhıt k'adagwıdaadhat k'ıghe' ge'tr'oonahtan zheh gwıtak gwınaanch'uu gwızhıt French gınjık gagootr'oonahtan gwık'ıt guk'agwınınındhat. Aı gwızhıt danh chan dınjı zhuh gınjık geenjıt gwıtr'ıt nagugwınınındhat. Aı gehkhee ts'at K'adagwıdaadhat zrıt dınjı zhuh

łehte'deelyaa gık'atr'aanjı ts'at gwıtr'ıt goots'an gugwałtsaı. Gınjıh eenjıt gwıtr'ıt nagugwınıındhat.

Jı 1984 daı' gwats'at, aı adachoo k'adagwıdaadhat zrıt French gınjık geenjıt gwıtr'ıt ts'at dınjı zhuh k'yuu geenjıt gwıtr'ıt gugwahtsı geenjıt tseedhoh gwats'an gugwałtsaı. K'adagwıdaadhat gwızhıt gwıtr'ıt goots'an gugwałtsaı ts'at ınıhłık gwa'an gwızraıh gınjıh tthak geenjıt akoo t'ageedı'ın'. Akoo ts'at nahgwan gwanoo, dınjı zhuh gınjık tthak goot'aı nagoonjık ts'at kheenjıt gwıtr'ıt t'agugwah'ı ts'at yendoo jı' geenjıt ganınjı' tr'ıheedhat ts'at dagakaık'ıt gwızhıt gınjıh eenjıt gwıtr'ıt nıhtat gugwahtsı. Ge'tr'oonahtan zheh gwızhıt tth'aıh aı Educatıon Councıl kat chan guk'agınahtı. French gınjık geenjıt French Language School Board gugwałtsaı French tr'oochıt gınjık geenjıt guk'agwahaadhat.

Nıkhwıgınjık Dagoonch'uu Geenjıt

NWT gwızhìt tthak, leı kat chan dınjı zhuh gınjık tr'ıgınkhı kwaa. Dınjı zhuh leı, ısrıts'at k'eejıt kat, dıgızheh gwızhıt juk at'at uunjıt k'yuu gwızraıh gıgınkhı. Akoo t'agınuu zrıt juudın googhaı neekok gwıjuutın ts'at ıhłogwınlı' nılı kat ants'at zhak gıdılı srıt'ınaanch'uu duuleh 25% t'agınch'uu gugınjık tr'ıgınkhı (gwehkhe' anjoo kat guuk'ıt dınjı zhuh k'yuu gwınzı gıgıkhı kwaa). Nıhtat ts'at tr'ıgwınah'ıh jı', juudın googhaı daankat gwıjuutın ts'at ıhłogwınlı' ants'at gınlı kat khaınjı 76% t'agınch'uu gugınjık tr'ıgınkhı. Dınjı Zhuh Gınjık nıhłe'ejuk goonlı gwatat dagoonch'uu gahkhwındaı. NWT gwızhıt zrıt kaık'ıt gwıtak gwınaanch'uu nıhtat tthak dagoonch'uu nıhłe'ejuk t'agwıdich'uu gahkhwındaı dagoonch'uu.

Jı t'at dınjı zhuh gınjık geenjıt gwıyaa'an gwıjınchı nılı. Zhık NWT gwızhıt North Slavey ts'at Dogrıb gınjık geenjıt gwaa'an gwızraıh gugınjık goonlı dagoonch'uu ants'at ızhı kat gugınjık gwık'ıt akoo t'agoonch'uu zhan nılı.

Aı gehkhee ts'at zhık NWT gwızhıt aı French kat chan gugınjık chan leı t'agıjąhch'uu kwaa geenjıt goovah gwık'ıt akoo t'agoonch'uu. Guuzhık łoo uunjıt k'yuu gwızraıh zrıt leı kat gwıt'agıjąhch'uu. NWT danh dızheh gwızhıt tthak uunjıt k'yuu gwızraıh nıhts'at tr'ıgınkhı daı' gwıt'atr'ıjąhch'uu.

NWT Gınjıh Eenjıt T'agwıheedı'yaa

- Zhık NWT gwızhıt dınjı zhuh gınjık haa tthak zrıt dagıheedı'yaa geenjıt gwıtr'ıt gwınchı gugwałtsaı ts'at juu gwık'ıt t'agoonch'uu:

- Gınjıh gwık'atr'ahnahtyaa (yeenoo daı' tagoodhat geenjıt gwandak k'ıghe', gınjıh datr'agwahnuu geenjıt edınehtł'eh, akoo dunch'uu),
- Nıts'oots'ät aıı gınjıh gwıyee'oo gwıjunchu nılu geenjıt tr'agwaandak (dıızheh gwızhıt ts'ät k'eejıt kat gootat),
- Ge'tr'oonahtan Zheh gwıtak gwınaanch'uu geenjıt edınehtł'eh tr'agwahtsıı ts'ät jıdıı vınjık akoo t'agıheedı'yaa hah,
- Łehte'deelyaa ts'ät ga'oonahtan tthak gık'atr'aanjıı geenjıt gwık'ıt gwıtee'aa,
- Dagwıdjı'e' ts'ät gwık'ıt k'ıghe' gwats'ät tr'ıtr'ınjıı,
- Jıdıı hah gagootr'oonahtan gwınıınt'aıı gugwahtsıı ts'ät,
- Gınjıh eenjıt dıkaık'ıt gwızhıt gwıtr'ıt tr'agwahtsıı k'ıghe.

Aıı French gınjık kat chan gugınjık ts'ät guuk'yuu gwıt'agıjąhch'uu gınıındhan, ge'tr'oonahtan gwızhıt gwınıınt'aıı gugwahtsıı gınıındhan, French gınjık hah jıdıı gwıtr'ıt goonlıı gwızhıt gwınıınt'aıı gugwahtsıı gınıındhan, akoo ts'ät TV kak jıdıı aachın tr'aa'ıı ants'ät radıo kak jıdıı tr'ıgwıjutth'ak gwınıınt'aıı gugwahtsıı geenjıt gınıındhan.

Aıı k'adagwıdaadhat GNWT goovaazhıı kat juudın gınjıh hah gwıtr'ıt t'agugwah'ıı kat goots'ät tr'ıgınjıı dıgıgwıtr'ıt hah akoo t'agıdı'ın.

Gınjıh Eenjıt Dagwıdjı'e' Kat

Aıı khehłok nıchıı nakhwanankat geenjıt Unıted Natıons (UN) goovàazhıı kat gwıtr'ıt nıhłe'ejuk gugwałtsaıı jıdıı gwıtr'ıt gwınjık gwınzıı dagıdı'ın geenjıt, gatr'ıgınjıı geenjıt gınjıh gadaaghoo geenjıt, ts'ät davatr'ahaanjaa geenjıt gwandak gugwałtsaıı, jı tthak gınjıh tthak nankat gwınagoo'ee gwa'an tthak geenjıt akoo t'ageedı'ın'. UN kat chan zrıt, nıkhwıgınjık tr'ıgınkhıı gwınıındhan jı' tthak gwık'ıt geenjıt dagwıdjı'e' tr'ıdı'ıı juu t'agınuh. Aıı gehkhee ts'ät, ge'tr'oonahtan gwızhıt tr'ının kat guuk'yuu ts'ät guugınjık geenjıt yınjıtr'ıchıl'ee tr'agwahtsıı geenjıt gınıındhan. Ìhłak gwızhıt aıı edınehtł'eh gwakak juu dınuu, dınjıı kat goonankak gwa'an t'agınch'uu daı' gugınjık tr'ıgınjıı geenjıt dagwıdjı'e' gıdı'ıı. Juudın kat ezhık gwıts'ät teedaa, aıı dınjıı kat googınjık ts'ät gook'yuu gooheendal gwızraıh geenjıt t'agoonch'uu chan gınuh.

Zhıt Canada gwızhıt zrıt, aıı *Constıtutıon Act* (1982) gııyahnuu k'ıghe' zhıt nakhwanankat gwızhıt dınjıı gınleıı kwaa geenjıt French ts'ät Englısh gınjık geenjıt dagwıdjı'e' goots'an gugwahtsıı. Juu t'agwınuu t'at nıjın gwa'an French gınjık gagootr'oonahtan gınıındhan jı' gootr'ının t'agwąhchıı gıdı'ın jı' ezhık danh ge'tr'oonahtan geenjıt gugwahtsıı geenjıt dagwıdjı'e' gıdı'ın zhıt Canada tthak gwızhıt

ginuh. Aii gehkhee ts'àt aii *Constitution Act* gwizhit t'at Adachoo eenjit K'adagwidaadhat t'at Cana[illegible] gwizhit tthak t'at French ts'àt English ginjik zhit łehte'tr'ehdeelyaa ts'àt gwizhit gwitr'it dits'an tr'ahahtsaa geenjit gwizhit juu gwidinithatł'oo chan ginuh. Aii *Official Languages Act* (1988) Canada geenjit nilii ginjih eenjit dagwidjj'e' gwiniint'aii giyałtsaii ts'àt datr'agwahnuu geenjit gwaandak jii *Constitution Act* gwizhit gugwałtsaii. At'aonyaanch'uu zrit atr'oodahkat gugwahtsih ji' Canada gwizhit, łehte'tr'ehdeelyaa geenjit giniindhan ji' gwik'it gwitee'aa geenjit zhan nilii.

Jii ginjih tak tagugwee'aa section 35 (1) aii *Constitution Act* gwizhit jii tthak geenjit gwaandak aii "...Canada gwizhit dinjii tr'oochit nilii kat hah dinjii zhuh ts'àt treaty rights hah geenjit nilii." tthak k'iighe' gahdandaii. Dinjii Zhuh dagwidjj'e' aii *Ì'e'* gwizhit dagwinuu gwiinzii gwik'it te' dinithatł'oo kwaa guugaa zrit duuleh ginjih geenjit dagwidjj'e' gwiheelyaa dagoonch'uu. Zhik zrit kheenjit k'adagwidaadhat gwiteelyaa gwizhit aii ginjih geenjit dagwidjj'e' gwizhit gwiheelyaa geenjit gatr'igiinkhii gwik'it natr'igwiniindhat.

NWT ts'àt Nunavut gwizhit gwizraih Dinjii Zhuh ts'àt Eneekaii K'yuu iisrits'àt nilii gwik'it zhan gwiteelyaa. Aii *Official Languages Act* k'iighe' NWT eenjit nilii (1990) gwizhit t'at ginjih vat'atr'ijąhch'uu tthak Legislative Assembly gwizhit t'agijąhch'uu geenjit gagadhan nilii. Akoo ts'àt nijin dinjii leii giniindhan ji' gwizhit GNWT gugwitr'it gwik'it goots'an gugwahtsii geenjit gadhan giinlii. Aii *Ì'e'* gwizhit k'iighe' tthak gwik'it gwiteelyaa zhan nilii aii geenjit Official Languages Commissioner gwitr'it vats'an gwałtsaii ts'àt vik'andehnahtii nilii.

Jii izhii edineht'eh zrit Official Languages Guidelines Manual (1997) gwizhit zrit dinjii zhuh k'yuu zhit k'adagwidaadhat gugwitr'it gwats'an tr'ahtsii geenjit gwinjik dagiheedi'yaa zhan nilii. Aii edinehtł'eh gwizhit tthak jidii ginjih gwit'agwidahch'yaa kaik'it gwitak gwinaanch'uu gwizhit zhit NWT gwizhit danh. Dinjii kat inihhik gwa'an nijin gugiinjik gwit'agwijąhch'uu geenjit gagadhan geenjit guuvah gwahaandak geenjit diinjigidiji.

Aii *Education Act* ((1996) geenjit akoo dinuu zrit District Education Authority (DEA) gootr'ahnuu t'aih goots'an gałtsaii jidii ginjih Ge'tr'oonahtan Zheh gwizhit tthak gagootr'oohanahchyaa geenjit zhan nilii. Guugaa zrit, leii kat geenjit gogoohadahkat, juudin ga'oonahtan heelyaa vigiinjik gwiinzii giinkhii, ts'àt jidii hah gwitr'it t'agwahah'yaa chan gwiinleii. Jii geenjit zrit, izhii tat hah, DEA leii kat chan duuyeh gugiinjik geenjit gagootr'oonahtan kwah. Jii *Education Act* gwizhit t'at aii French

Ginjik dagwidjı'e' gıtr'ahnuu au French Tr'oochıt Ginjih Ge'tr'oonahtan Dagwidjı'e' geenjıt gwaandak. Yellowknife ts'ät Hay River gwizhıt French ginjik gagootr'oonahtan dagoonch'uu.

NWT Acts leu gwizhıt ginjih gatr'ıginkhu. Nihkhan akoo t'aginuu zrıt łehte'deelyaa tr'ıginju akoo ts'ät edınehtł'eh kak gwik'ıt te' dınıthatł'oo gıt'agahdahch'yaa gwandak gwats'an tr'ahtsu geenjıt.

Tseedhoh Gwats'an Tr'ahtsu ts'ät Dagıdı'ıı Geenjıt K'atr'ınahtu

Ju usrıts'ät department Canadian Heritage eenjıt guk'ughe' GNWT ts'ät tseedhoh $3.5 million khau gwitak gwinaanch'uu goontł'atr'ąhchuh ginjih vat'atr'ijąhch'uu geenjıt zhan nilu. Gwilat zrıt $1.6 million zrıt French ginjik gwitr'ıt geenjıt zhan nilu. Au jidu tr'oonınıdhat zrıt $1.9 million t'at dinju zhuh ginjik zhıt chan gwit'agwijąhch'uu, k'atr'ınahtu, ts'ät gwinınt'au gugwahtsu geenjıt nilu. Ju tseedhoh zrıt au GNWT gwizhıt Education, Culture ts'ät Employment kat hah (ECE) k'ughe' guk'aginahtu.

Au tseedhoh leu t'at dinju zhuh ginjik tthak goots'an tr'ahtsu gugwitr'ıt geenjıt zhan heelyaa. Au tł'ee jidu tr'oonınındhat zrıt ga'oonahtan geenjıt guk'atr'aanju, radio zhıt digiginjik tr'iginju, ginjih eenjıt gwitr'ıt t'agwah'u eenjıt gwitr'ıt ts'ät ge'tr'oonahtan gwizhıt edınehtł'eh akoo dunch'u gogwahtsu geenjıt gwit'agwijąhch'uu. Au gehkhee ts'ät au GNWT kat chan gootseedhoh lat $7.1 million zrıt dinju zhuh ginjik geenjıt gwit'agwijąhch'uu geenjıt zhan nilu chan ginuu. Tseedhoh gwinlıt chan Divisional Education Council (DEC) kat goots'an tr'ahtsu dinju zhuh k'yuu ge'gootr'oonahtan geenjıt.

French ginjik geenjıt tseedhoh zrıt au jidu gwik'ıt te' gigunkhu geenjıt edınehtł'eh geenjıt, juudin kat French gunkhu digigwitr'ıt gwizhıt goots'an gahtsu, inihhik gwa'an gatr'iginkhu, gugwidee'in kak, ts'ät edınehtł'eh tr'ahtsu geenjıt tthak ts'ät gwizhıt gwit'agwijąhch'uu. Tseedhoh lat chan French kat chan gugwitr'ıt guginjik gwizhıt tthak gwit'agwijąhch'uu. Au Department of Canadian Heritage kat chan ECE ts'ät tseedhoh $1.4 million nagwidadhat gwitak gwinaanch'uu goots'an tr'ahtsu ge'tr'oonahtan geenjıt gwit'agwijąch'uu.

GNWT gwizhıt departments leu gwizhıt au tseedhoh hah t'ageedı'in' geenjıt gwizzıı Canadian Heritage hah gwataandak geenjıt dunjigidju. Tth'aih hee au Special Committee kat chan au tseedhoh adachoo kat ts'ät territorial k'agwaadhat duts'an

tr'ahtsu geenjit natr'igwunah'in. Au gehkhee ts'ät jidu gwitr'it gugwahtsaau geenjit giuuundhan t'agiuuu.

Dinju Kat Dagwidiuu'

K'eejit khau gwanoo zrit, dinju leu ts'ät khehłok nagwijizhu kat goovah gigiinhe'. Ju gwilat zrit juu dagidiuu':

- ginjih vat'atr'ijąhch'uu geenjit dagwidji'e' gwiuunt'au ts'ät ch'igwijuu'ee geenjit niiu gwiuuundhan gwats'ät tr'iheendal geenjit
- Diuju chit uunt'au gwiuuundhan ginjih geenjit giheekhyah, au dinju zhuh ginjik khanh ts'ät zhak nagwijaatth'at geenjit
- Tseedhoh gwats'an tr'ahtsu nits'oots'ät guk'andehnahtu ts'ät tagoodhat geenjit gwaandak
- Ge'tr'oonahtan zheh gwizhit nits'oots'ät gagootr'oonahtan gwijunchu niiu, ga'oonahtan guk'atr'aanju geenjit gwiuuundhan, jidu gagootr'oonahtan gwinjik edinehtl'eh gugwahtsu, nijin gwats'ät ju tthak guk'agahaandal geenjit gwiuuundhan, ts'ät jidu dugiinjik gagootr'oonahtan eenjit gwiheezaa gugwahahtsaa gwiuuundhan
- Duzhehk'oo gwizhit ts'ät juudin kauk'it gwizhit duts'ät tr'igiinju kat gugwahtsu ts'ät gwiuunt'au gugwahtsu geenjit gwiuuundhan
- Nits'oots'ät ginjih geenjit gwitr'it goonlu tthak geenjit gwuzru gugwahtsu gwiuuundhan
- Ginjih Vat'atr'ijąhch'uu tthak gwuzru gahgiheedandau ts'ät nits'oots'ät dinju zhuh ginjik ts'ät French ginjik hah geenjit nunji' tr'adhat tthak ejuk gugwahtsu geenjit diunjtr'idiju chan gwiuuundhan.

Ndoo Tr'eedaa

Dinju kat ts'ät tr'igiihe' ts'ät jidu hah gwitr'it t'agwaa'in' k'ighe', sruuanh gwandoo au Special Committee ju tthak gatr'igiheekhyah ts'ät nits'oots'ät gwitr'it t'atr'agwahah'yaa geenjit gwik'it gwiheelyaa ts'ät gatr'igiheekhyah geenjit. Ju neekat łagahaadaa ginjih tthak geenjit, duuleh khauuts'an' 2002 danh gwandoo akoo t'atr'iheedi'yaa, au gwizhit zrit ju geenjit gatr'igiheekhyah ts'ät dagiheedi'yaa geenjit zhan heelyaa. Juudin kat goots'ät ginohkhu yinohthan ji' au Office of the Special Committee gitr'ahnuu gwintl'a'oochuh nekhwetr'ahnuu, ju uzhak danh jidu ihditshih gwats'ät.

Jıı Gınjıh K'ıghe' Dıınee'aa

Specıal Commıttee ıdalıı dıigwıtr'ıt t'agwaa'ın daı', aıı *Offıcıal Languages Act* gıtr'ahnuu gwızhıt gınjıh zhıt dagwınuu aıı vah jıdıı gıınıındhan ts'àt vah dagoonch'uu hah gwıtr'ıt t'agwaa'ın. Nıts'oots'àt k'atr'ınahtıı, gwıtr'ıt gwaatsıı, ts'àt gwınıınt'aıı gwahtsıı geenjıt tth'aıh tr'ıınlıı dınjıı zhuh gınjık geenjıt. Tth'aıh hee aıı dagwıdjı'e' k'ıghe' guk'atr'ınahtıı ts'àt vıdavee gwıınzıı gwahtsıı gwık'ıt gwık'ınjıtr'ıdıjıı. Gınjıh tthak tat aıı gwızhıt nıts'oots'àt tthak nıhk'ıt t'ıgıdıch'uu geenjıt, geenjıt dagwıdjı'e' kat, ts'àt rights gwııdı'ın geenjıt k'atr'ınahtıı.

Dıigwıtr'ıt gwızhıt zrıt, jıı tthak hah dıits'an nılıı kwaa guugaa zrıt jıı dıits'àtr'ıınjıı nılıı dagoonch'uu:

- Gınjıh tthak guukaıık'ıt gwıtak gwınaanch'uu goots'an nılıı
- NWT gwızhıt dınjıı kat gınjıh ts'àt vah dagıınıındhan ısrıts'àt geenjıt goo'aıı dagoonch'uu
- Aıı Gınjıh Vat'atr'ıjąhch'uu shık vık'atr'ınahtıı zrıt dıidraıı gwık'ıt dagoonch'uu
- K'atr'agwaadhat, lazhaa geenjıt nılıı, ts'àt nıts'oots'àt gah gwıtr'ıt t'atr'agwah'ıı zrıt gwıızrıı gwıheelyaa, dıiyeenjıt gwıınzıı, ch'ıjuu'ee, gwık'ıt gwıınchıı, ants'àt at'at'agwąhchıı nılıı
- Aıı gehkhee ts'àt nıts'oots'àt tthak geenjıt gwıheezaa łoo tthak gwıt'agwahdahch'yaa geenjıt dıınjıtr'ıdıjıı.

Ejuk Vaatsa' Gwıınıındhan Jı' Juu Tr'ıheedı'yaa

Juhts'ants'àt gwık'ıt gwıdhaatsaıı tth'aıh gatr'ıgıınkhıı geenjıt ındoo tr'eedaa aıı gwandak khaıınkoo gwıheelyaa geenjıt gısrıınagwınıı'aıı. Jıdıı gatr'ıgıınkhıı duuleh dıiyeenjıt gwıınzıı gwıheelyaa dagoonch'uu kwah. Ezhıı chan duuleh ejuk gwahahtsaa goo gwıınzıı gwık'ıt te' dınıthatł'oo. Goolat kat chan ızhıı gwık'ıt gwınjık geenjıt dıınjıgıdızhıt. Jıdıı ejuk gwaatsıı geenjıt vah ıhdıtshıh gwadhaatsaıı ts'àt yendoo jı' gwık'ıt geenjıt gatr'ıgıheekhyah danh tr'ılee gwıheelyaa.

Duuleh juu t'avıdı'ya':

1) jıdıı k'eejıt gıdıhe' aıı *Offıcıal Languages Act* gwats'àt vıne'dakhan gwıınıındhan

2) Aıı *Offıcıal Languages Act* gwızhıt ejuk gwaatsıı ts'àt jıı tthak:
   a) k'adagwıdaadhat geenjıt gwıtr'ıt'agwah'ıı kat aıı *Îı'e'* hah dagıdı'ıı geenjıt goovah gwık'ıt gwıheelyaa

b) Aıı *Ii'e'* zrıt khehłok ıhłak k'adagwıdaadhat geenjıt gugwahtsıı geenjıt dıınjıtr'ıdıjıı aıı tthak guk'atr'ınahtıı geenjıt zhan teelyaa
c) Languages Commıssıoner vat'aıı nıchıı gwahtsıı gòo vagwıtr'ıt ejuk gwahtsıı
d) Aıı *Ii'e'* gwızhìt gınjıh jıdıı t'agıjąhch'uu Dınjıı Zhuh Gınjìk jıdıı srıts'àt nılıı tthak gwıt'agwıjąhch'uu geenjıt dıınjıtr'ıdıjıı
e) Aıı *Ii'e'* gwızhìt jıdıı gınjıh vat'atr'ıjąhch'uu tthak jıdıı kaıık'ıt gwıtak gwınaanch'uu NWT gòo'aıı tthak gwızhìt gòonlıı

3) Aıı *Ii'e'* zrıt gwınıınt'aıı tr'agwahtsıı ts'àt gwıızrıı geenjıt gwahaandak dagwıdıį'e' akoo dıınch'ıı k'ıghe'

4) Aıı *Official Languages Act* ants'àt/gòo aıı *Education Act* gwızhìt tthak gınjıh geenjıt Dınjıı Tr'oochıt Nılıı Kat Dagwıdıį'e' gwınıınt'aıı gwahtsıı ts'àt juudın ge'tr'oonahtan gwızhìt gwıtr'ıt t'agwah'ın ants'àt aıı juudın guugınjìk hàh dha'aıı geenjıt dıınjıtr'ıdıjıı

5) Dınjıı Zhuh Gınjìk geenjıt nıts'oots'àt gàh gwıtr'ıt t'atr'agwah'ıı gwıheezaa geenjıt ts'aıı akòo t'atr'ıheedı'yaa geenjıt gwıınıındhan, nıts'oots'àt edınehtł'eh tr'agwahtsıı ts'àt jıdıı hah gıık'atr'aanjıı, nıts'oots'àt ga'oonahtan gıık'atr'aanjıı gwıızrıı gugwahahtsaa ts'àt nıts'oots'àt edınehtł'eh gòots'an tr'ahtsıı hàh, gınjıh tat gıık'atr'ahaandal gwıt'agwıjąhch'uu, ants'àt nıts'oots'àt gınjıh dagòonch'uu geenjıt srıts'àt gıheelyaa geenjıt dıınjıtr'ıdıjıı.

6) Tsèedhòh ants'àt gıınıındhan, ts'àt nıhkhan tsèedhòh dııts'an tr'ahahtsaa gwıınıındhan Dınjıı Zhuh ts'àt French Gınjìk gah gwıtr'ıt tthak geenjıt, aıı kak jıdıı gınjıh khaıınjıı gukwaa jı' geenjıt ıısrıts'àt ganıınjı' gıteedhat gadıınjıtr'ıdıjıı.

7) Nıts'oots'àt Dınjıı Zhuh ts'àt French Gınjìk kat hàh gugwıtr'ıt tthak geenjıt gwıınzıı akoo t'agıdı'ın geenjıt gwık'andehtr'ahnahtyaa, duuleh gınjıh eenjıt gwıtr'ıt zheh gugwahtsıı ınıhłı'ıdanh gwa'an akoo t'atr'ıheedı'yaa geenjıt dıınjıtr'ıdıjıı, aıı gwık'ıt gwatat hàh

8) GNWT ts'àt Dınjıı Zhuh ts'àt French Gınjìk hàh gwıtr'ıt t'agwah'ıı kat gwatat gwıheezaa gugwahtsıı geenjıt dıınjıtr'ıdıjıı, regıonal language boards ts'àt/gòo terrıtorıal languages boards tr'agwahtsıı k'ıghe'.

9) Łehte'deelyaa (I/T) gwıt'atr'ıjąhch'uu gwıınchıı tr'agwahtsıı, gınjıh geenjıt gıık'atr'aanjıı k'ıghe', ejıich'ıı ts'àt egwıjıich'uu geenjıt gınjıh eenjıt gıık'atr'ahaandal akoo ts'àt nıts'oots'àt dıgınjìk nıhkhan vat'àtr'ıjąhch'uu geenjıt gwıınchıı gugwahtsıı geenjıt gwıınıındhan.

10) Dınjıı Zhuh Gınjìk tthak khanh ts'àt zhak nagwıjaazhıı gahtr'ıheedandaıı geenjıt gwııntł'oo gah gwıtr'ıt t'atr'ıgwahah'yaa nagugwınıı'aıı gwıınıındhan.

Tth'aıh hee jıı gwandak geenjıt, Specıal Commıttee vıgwıtr'ıt geenjıt, jıdıı ıısrıts'àt hàh t'agwahah'yaa dııts'an ałtsaıı, gòo aıı *Official Languages Act* natr'ıgwınah'ıı geenjıt gavıidandaı' yınohthan jı' aıı Specıal Commıttee gòotr'ahnuu kat ts'àt gınohkhıı jıı gwıts'àt:

Tł'yah zhìt: 920-6929 gòo gòohohkat kwaa ts'àt jıı gwıts'àt 1-877-920-7265
Fax zhìt: 873-0366 gòo gòohohkat kwaa ts'àt jıı gwıts'àt 1-800-661-0872
E-maıl: languages@gov.nt.ca

Tth'aıh hee gwandak hanoh'yaa yınohthan jì' jıı Commıttee Websıte gwıts'àt hanoh'yaa: www.assembly.gov.nt.ca/languages

The translation of the Executive Summary in this language is in progress.

To receive a copy, please contact the Special Committee on the Review of the *Official Languages Act* at:

Phone: (867)920-8014
Toll free: 1-877-920-7265

Fax : (867)873-0366
Toll free: 1-800-661-0872

E-mail: languages@gov.nt.ca

ᐊᓯᔾᔨᓐᓂᒃ ᑕᐃᒃᑐᐃᓕᓴᐃᖅᓯᒪᔨᖅᑐᑦ
ᑲᑎᒪᓕᕆᓂᖅᓱᐅᕙᓐᓂᒃ ᐅᖃᐅᔨᓕᓚᓂᕐᒧᑦ ᐱᓕᕆᓕᓴᐃᖅᓯᒪᔨᖅᑐᑦ ᐅᓂᒃᑳᖅᑐᑦ - ᒪᐃ 26, 2002

ᐊᐅᓪᓚᑎᓕᓂᒃ ᓇᐃᔪᖅᓯᒪᓕᕐᒥᒃ ᐅᓂᒃᑳᑦ

ᑲᑎᒪᓕᕆᓂᖅᓱᐅᕙᓐᓂᒃ ᑭᒥᖅᑭᐊᖅᓂᒋᑦ ᐃᓕᓴᕆᓚᐅᔨᓯᒪᔪᓂᒃ ᐅᖃᐅᔨᖅᓂᒃ ᒪᓕᕆᓂᖅᓂᒃ ᓴᓇᔨᓕᖅᑐᑦ ᐅᔪᓂᖓ ᐱᓕᕐᓂᐊᕐᓯᒪᔨᖅᑎᑦᓂᖅᓂᒃ ᐅᓂᒃᑳᖅᑐᖅᓂᒃ ᑐᓴᐅᒪᔭᖅᑐᓂᒃ ᐃᓚᖅ ᐱᓕᕐᓂᐊᕐᓯᒪᔪᓂᒃ ᐊᐱᓚᔪᒪᑉᓗᓂᒃ ᐅᖃᐅᔨᖅᓯᒪᔪᓂᒃᓗ ᖃᓄᐃᓕᒋᐊᖅᓯᒪᔪᓂᒃ. ᑕᖅᑭᐅᓂᐊᖅᓂᓂ ᐱᖓᓱᓕᕆᖅᓂᓂ (6-ᓂ0 ᖃᐃᓕᓂ, ᑲᑎᒪᓕᕆᓂᖅᓱᐅᕙᓐᓂᒃ ᑲᓇᑕᐊᓂᐊᖅᓂᒃ ᐅᓂᒃᑳᖅᑐᓂᒃ ᑭᓱᑦᓯᐅᔪᓂᒃ ᐊᓐᑐᐊᓂᖅᓴᓂᖅᓂᒃᓂᒃ ᓯᑐᓂᓴᒋᑦ ᐱᒃᑯᓯᓂᖅᓯᒪᔪᓂᒃᓂᒃ ᐃᓕᓴᕆᓚᐅᔨᓯᒪᔪᓂᒃ ᐅᖃᐅᔨᖅᓂᒃ ᓄᓇᕐᓂᐊᕐᓯᒪᔪᓂᒃ. ᐱᓕᕐᓂᐊᕐᓯᒪᔪᓂᒃ ᓄᓇᕐᓂᐊᕐᓯᒪᔪᓂᒃ ᐃᓕᓴᕆᓚᐅᔨᓯᒪᔪᓂᒃ ᐅᖃᐅᔨᖅᓂᒃ ᓄᓇᕐᓂᐊᕐᓯᒪᔪᓂᒃ. ᐱᓕᕐᓂᐊᕐᓯᒪᔪᓂᒃ ᑲᑎᒪᓕᕆᓂᖅᓱᐅᕙᓐᓂᒃ ᐅᖃᐅᔨᖅᓂᒃ ᓄᓇᕐᓂᐊᕐᓯᒪᔪᓂᒃ ᐃᓕᓴᕆᓚᐅᔨᓯᒪᔪ

ᓴᓐᐅᑎᓪᓗᒍ, ᑲᑎᒪᓕᕆᓂᖅ ᐃᓄᓕᒫᖅᓯᐅᑦ ᑲᑎᒪᑎᑕᐅᓕᕆᔨᖏᑦ ᑐᓗᓇᐃᒥᒃ. ᑕᐃᖅᑯᓇᓂ, ᐅᖃᖅᓯᒪᔭᕆᔨᖏᑦᑐᕆᓯᒪᓕᕆᔨᖏᑦ ᓄᓇᖃᖃᓕᒫᓂᒃ ᑲᑎᕐᕕᖏᓐᓂᒃ, ᐅᐃᓕᓴᐃᓂᒃᑯᑦ ᐅᐃᓕᓴᐃᓂᒃ ᑕᐃᔨᓕᓴᐅᓂᖅ, ᐅᐃᓕᓴᐃᓂᒃᑯᑦ ᐅᐃᓕᓴᐃᓂᒃ ᑲᑎᕐᕕᖏᓐᓂᒃ ᐅᐃᓕᓴᐃᓂᒃ ᐅᐃᓕᓴᐃᓂᒃ ᑲᑎᕐᕕᖏᓐ

ᐃᓕᖅᑎᓪᓗ ᐃᓄᖅᑲᐃᑦᑐᑦ ᐊᕐᕌᒍᓂ ᓄᓇᓂᑦ ᐃᑲᔪᖅᓯᐃᔪᓂᑦ ᐊᑐᖅᑕᐅᔭᖅᓂᒋᑦ ᐃᓕᓴᓯᑐᖅᑎᓂᑦ ᐅᖃᐅᓯᓂᑦ.

ᐅᖃᐅᓯᓕᕆᓂᖅᑎᑦ ᑕᕝᕙᐃᓂᖅ ᓄᓇᓯᐊᖅᑐ ᐱᒃᓗᐊᑐᐊᔪᖅᓯᒪᑦ ᐱᒃᔨᕈᑕᐅᓂᖅᓂᓄᑦ 11-ᖓᔪᓂᖅᓂᑦ ᐃᓕᓴᕆᐅᓯᒪᔨᑦ ᐅᖃᐅᓯᑦ, ᐊᑦᒪᓗ ᐊᒃᓴᑭᖅᓂᓂᑦ ᐅᖃᐅᓯᓕᒫᑐᐃᑦ ᐊᑐᓂ ᐅᖃᐅᓯᖃᑎᒌᖏᑦᑐᓗᐊᓂ ᓄᓇᖃᖅᖢᓯᒪᔨᓂᖅ.

ᐊᓯᖏᑦᑐᑦ ᓄᓇᕗᐊᑦ ᓯᓚᕗᐊᖅᑐᒥ ᑲᔨᔨᐊᖅᑐᓯᒪᓕᖅᑐᑦ ᐅᖃᐅᓯᓂᑦ ᐅᓪᓚᖃᖅᑎᓂᖅᓯᓕᓯᓂᖅᓴᑦ ᓴᓇᐅᔨᖃᑎᒌᓂᖅᓂᑦ. ᐱᓕᕆᓂᖅᖢᑎᒃᓴᑦ ᓂᓚᐅᓂᖅᓴᐃᓐᓂ ᒪᑯᓂᖓ ᑲᑎᒪᓂᖅᑎᑦᑎᓕᕐᓂᖅ.

- ᐅᖃᐅᓯᓕᕆᓂᖅᓴᑦ ᒪᓕᒪᓂᖅ
- ᐅᖃᐅᓯᓂᖅ ᑐᐱᓯᓂᐊᖃᓯᒪᓂᖃᖅ ᐸᐸᓂᖅᓂᓴ
- ᐅᖃᐅᓯᓂᖅ ᐊᑐᖃᐅᑎᓂᖅᓂᖃᖅᓱᐅᓕᓯᓂᖃᖅ
- ᐃᓕᓐᓂᓐᓂᖃᖅ ᐅᖃᐅᓯᑐᖃᐅᔨᓂᖅ ᐊᖏᓂᖅᒥ ᐃᓕᒥᐊᓂᓗ
- ᐅᖃᐅᓯᓂᖅ ᐃᓕᓐᓂᐊᖃᓯᒪᓂᖃᖅ ᐃᓕᓐᓂᐊᖃᐊᖅᑎᓐᓂ
- ᓄᓇᓕᓪᓕᐅᑐᖅ ᐅᖃᐅᓯᓕᓵᔨᓂᖅ ᐊᑐᓂᖅ

ᐅᖃᐅᓯᓕᕆᓂᖃᖅ ᐱᒋᐊᖓᓕᐅᖃᓯᒪᓂᖓ ᓄᓇᕗᐊᑦ

ᓄᓇᖃᖅᖢᓯᒪᔨᑦ ᐅᐃᕕᖃᖅᑎᑐᓪᓗ ᐅᖃᐅᓯᓂ ᓴᓇᒪᓂᒃᓄᑦ ᐃᑲᔪᖅᓯᖃᐅᓂᐊᓕᐅᖃᖅᓯᒪᔪᖏᑐᑦ ᓄᓇᕗᐊᑦ ᑭᓯᐊᓂ 1970-ᖏᓐᓄᐊᖅᓯᒪᓕᒃ. ᐊᒥᓱᓂ ᐊᖏᕐᕌᓂ, ᐅᐃᕕᖃᖅᑎᑐᓂᖃᖅ ᓄᓇᖃᖅᖢᓯᒪᔨᓪᓗ ᐅᖃᐅᓯᓂ ᐃᓕᓴᕆᐅᓕᐅᖃᐅᓯᒪᔨᑦ ᑲᓇᑕᑦ ᓴᓇᒪᓂᒃᓄᑦ, ᓄᓇᕗᐊᑦ. ᓱᖃᐃᓴᒪᓕᓐᓂᖅ, ᓴᓇᒪᓂᒃᓄᑦ ᐊᑐᐊᓴᖅᑕᐅᓂᖃᖅᓯᒪᔨᑦ ᐃᓐᓇᐊᖏᓴᓕᓴᐅᓂᖃᖅᓯᒪᔨᑦ. ᓄᓇᖃᖅᖢᓯᒪᔨᑦ ᐃᓕᓴᖅᓯᒪᓂᖅ ᐃᓐᓇᕐᓂᐊᕐᓇᖅᑐᖃᖅᓯᒪᔨᑦ ᐃᓕᓴᕆᐅᓯᒪᓂᖅ ᐃᓐᓇᕐᓂᐊᕐᓇᖅᑐᖃᖅᓯᒪᔨᑦ ᐊᑐᐊᓴᖅᑕᐅᓂᖃᖅᓯᒪᔨᑦ ᐃᓐᓇᕐᓂᐊᕐᓇᖅᑐᖃᖅᓯᒪᔨᑦ ᐊᑐᐊᓴᖅᑕᐅᓂ

ᓄᓇᖅᑐᖓᓪᓗᓂᒃ ᐅᖃᐅᓯᓂᒃ ᐃᓕᓴᓂᐊᕐᓂᑎᓂᕐᒥᒃ ᐃᓕᓴᓂᐊᕐᓇᕐᓂᓕᒃ. ᐅᐃᓇᖅᑎᑦᑎᓂᒃ ᐅᖃᐅᓯᓕᓴᓂᒃ ᐃᓕᓴᓂᐊᕐᓇᕐᓂᓕᒃ ᑲᑎᕐᒥᐅᑦᑐᖓᓂᒃ ᐊᐅᓚᕐᓂᖅᑐᐅᓂᕐᒥᒃ ᐅᐃᓇᖅᑎᑦᑎᓂᒃ ᓯᕗᓕᕐᓂᒃ ᐅᖃᐅᓯᓄᑦ ᐃᓕᓴᓂᐊᕐᓇᕐᓂᑎᓂᑦᑎᓂᕐᒥᒃ.

ᖃᓄᐃᓕᓴᕐᓂᖅᓂᒃ ᐅᖃᐅᓯᖏᓐᓂᒃ

ᓇᓂᑐᐃᓐᓇᖅ ᓄᓇᕗᑦᑎᒥ, ᐊᒥᓱᓕᓐᓂᒋᔭᕐᓂᓕᕆᑐᐃᓐᓇᖅᓯᒪᓂ ᓄᓇᖃᖅᓯᓯᒪᓕᕐᓂ ᐅᖃᐅᓯᑐᖃᖏᓐᓂᒃ. ᐊᒥᓱᓂ ᓄᓇᖃᖅᓯᓯᒪᓕᕐᓂ, ᐱᓕᕆᖏᑐᒥᒃ ᒪᓕᓂᑐᒃ ᐃᓄᓐᓇᑎᒃ. ᓯᓚᖅ ᐊᑐᓂᖓᓂᒃ ᖃᓄᐃᓕᓴᕐᓂᖅᓯᒪᓂᖏᓐᓂᒃ ᐊᑐᖅᑕᕐᓂᖓᓂᒃ ᐅᖃᐅᓯᓕᓴ

ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ ᐱᓕᕆᓂᖅ

ᓯᓚᑦᓴᐃᓂᒃ ᑲᔪᓯᖃᑎᒌᓴᐃᓂᒃ ᓴᖅᑭᑎᓯᒪᔭᖓᒪᑕ ᐊᒻᒪᓗᓯᓂᖅ, ᑲᑎᒪᓗᓂᖅ ᐃᓕᓴᕐᕕᐅᑎᓂᑦᓗ ᐃᖅᓴᐅᑎᕐᓴᖅᓂᖅᓂᖅ ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ ᐱᓕᕆᓂᖅᓯᒪᓂᖅ ᓄᓇᓕᒫᒥ ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ. ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ ᐊᑐᕐᓴᐅᓂᖅᓯᒪᓂᖅ ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ ᐃᓄᐃᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ ᐅᖃᐅᓯᕐᓂᓂᖅᓯᒪᓂᖅ

ᐊᒥᓱ ᐊᓯᖏᑦ ᓄᓇᕗᑦᑎᒥ ᒪᓕᒐᓴᑦ ᐅᖃᐅᓯᖃᖅᑎᓪᓗᒍᓗᑦ ᐅᖃᐅᓯᓂᐅ. ᐊᒥᓱᓂ, ᑐᙵᓵᓂ ᐃᓄᐃᑦᑐᓕᕆᓂᖅᓴᓂᒃ, ᐃᖅᑲᓇᑦᑐᓕᕆᓂᖅᓴᓂᒃ, ᐅᐃᕕᓴᖅᑎᑐᓕᕆᓂᖅᓴᓂᒃᓗ ᐊᑐᖅᑕᐅᖃᑦᑕᕆᐊᖃᖅᑐᑦ ᐱᓕᕆᔨᑦᑎᐊᖅᑐᑦ ᐃᓅᓯᕗᑦᑐᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ ᑐᓴᕐᕕᐅᑦᑐᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃᓗ ᓴᓇᕐᓂᕐᑎᓐᓂᒃ.

ᐱᓇᓱᖅᑕᓴᓕᒫᑦ ᐅᓂᖅᐳᑕᐅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ

ᑲᓇᑕᒃ ᓴᓪᒪᓐᓂᖅᓯᖏᓐᓂᑦ ᑲᓇᑕᒥ ᐱᔭᕇᓂᖃᖅᓴᐅᔪᓐᓇᖅᑐᓂᒃ ᑐᓂᓯᖃᕐᕕᒃᓴᓂᑦ ᓄᓇᕗᑦᑎᒥ ᓴᓂᓪᒪᓐᓂᖅᓯᖏᓐᓂᑦ $3.5 ᒥᓂᔅ ᐊᖏᔪᒪᓪᓚᖅ ᐃᓕᓴᕐᕕᐅᑦᑐᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ ᐅᖃᐅᓯᓂᐅ ᐊᑐᓂᓴᓂᐅ. $1.6 ᒥᓂᔅ ᑕᓪᓕᐊᓂᑦ ᑭᓇᐅᔭᓂᒃ ᑐᓴᕐᕕᐅᑦᑐᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ ᐅᖃᐅᓯᓂᐅ ᐱᔭᕇᓂᖃᖅᓴᐅᔪᓐᓇᖅᑐᓂᒃ. ᐊᒥᓱᓂᐅᑎᓂᐅ $1.9 ᒥᓂᔅᓴᓪᒪᓐᓂᑦ ᑐᓂᓯᖃᕐᕕᒃᓴᓂᑦ ᑲᓇᑕᒥ ᑲᓇᑕᒥ ᐅᓂᒃᑳᖅᑎᓂᖅᓴᐅᓂᖅᓯᒪᓂᖅ. ᐊᑐᖅᑕᐅᖃᑦᑕᕆᐊᖃᖅᑐᑦ ᐊᑐᖅᑕᐅᓂᖅᓴᐅᓂᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ ᓄᓇᕗᑦᑎᒥ ᐅᖃᐅᓯᓂᐅ ᐅᓂᒃᑳᖅᑎᓂᖅᓴᐅᓂᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ. ᒪᓕᒐᓴᐅᑎᓪᓗ ᐱᓇᓱᖅᑕᓴᓕᒫᑦ ᐊᑐᖅᑕᐅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ ᐃᓅᓯᕗᑦᑐᖅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ ᐊᑐᖅᑕᐅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ. ᐊᑐᖅᑕᐅᓯᒪᔪᖃᖅᑎᑦᓴᓂᒃ

- ᐃᓕᓴᐃᓐᓂᓪ ᓄᓇᓕᖓᓂᖅᓯᐊᓂᓗ ᐊᑐᐃᓐᓇᓂᓪ ᐃᑲᓴᑎᓇᖅᑕᖅᑐᑦᑐᒃ ᐃᓕᓐᓂᐅᕐᓂᐊᓕᓐᓂᓗ ᐊᑐᓕᖅᑕᐅᑎᓂᐅᓪᓚᐅᓗᓂᒃ
- ᐱᐅᓯᕐᓂᐊᕐᑕᐅᓴᖅᑕᖅᑐᑦᑐᒃ ᐃᓕᑕᕆᓴᐅᓯᒪᔪᓂᒃ ᐅᖃᐅᓯᓂᓪ ᐊᑐᕐᑕᐅᓕᖅᑐᒃ ᐋᒪᓗ ᐱᓕᕆᓂᕐᑕᐅᓕᖅᑐᒃ
- ᑕᒪᖏᓪ ᐃᓕᑕᕆᓴᐅᓯᒪᔪᓂᒃ ᐅᖃᐅᓯᓂᒃ ᐊᑐᕐᑕᐅᓕᖅᑕᓐᓇᓕᑕᕆᓂᕐᑕᐅᓴᖅᑕᖅᑐᑦᑐᒃ ᐋᒪᓗ ᐊᑐᐃᓐᓂᐅᕐᓂᐊᓕᖅᑕᓐᓇᖅᑐᒥᒃ ᐃᓕᓴᕐᓂᖅ ᐱᐅᓯᒪᔪᓂᒃ ᐅᖃᐅᓯᓂᒃ ᐅᐃᒍᓐᓂᓪ ᐅᖃᐅᓯᕐᓂᓪ.

ᓄᓇᒪᓐᓂᕐᓂᐊᓂᒃ

ᑐᓴᐃᒪᓐᓂᓗᒃ ᖃᐅᔨᓂᐊᕐᓯᒪᓕᕆᔨᑦ ᐃᓄᐃᓐᓂᓪ ᑐᐱᓯᓂᐊᕐᓯᒪᓐᓂᓗᒃ, ᑲᑎᒪᔨᖅᑎᓯᑦ ᓴᓇᓯᒪᓕᕐᓂᑦ ᐃᓕᑦᑎᓐᓄᑦ ᒪᓕᕐᓂᐊᖅᑐᑎᒃᓴᓕᕐᓂᖅᑐᑦ ᐊᑐᐃᓐᓂᐅᕐᓂᐊᓕᖅᑕᓐᓇᖅᑐᒥᒃ

2) ᐊᐳᑭᐊᓕᒃᑕᐅᓗᓂ ᐃᓕᓴᕆᔨᕐᓯᒪᔪᓄᑦ ᑲᑎᒪᔨᓄᑦ ᓴᓇᓕᕐᓂᖅ ᐃᓚᖓᔪᓄᑦ ᐃᓚᐅᖏᓗᓂ:
   ᐃ) ᐊᑐᕐᑕᕆᓂᖅ ᓴᓇᓕᐃᑦ ᑕᒪᑭᑦ ᐃᑲᓇᐃᒪᓕᐊᓂᒃ ᑲᓐᓂᑦᑐᖅᑐᓂᒃ ᐱᓕᕆᔨᒃᑯᑦ ᐊᓕᓴᕐᓂᖅᑐᑦᑎᓂᒃ ᑎᒥᐅᔨᒪᔭᐅᓂᒃ ᓴᓇᓕᐅᑉ ᓴᓇᓕᖅᑐᓂᒃ
   ᑲ) ᓴᓇᓕᖅᑐᓂᒃ ᐊᑕᐅᓯᐅᓕᖅᑐᑎᒃ ᑎᒥᐅᔪᓂᒃ ᐅᓂᐅᑉ ᑲᑎᒪᔨᓄᑦ ᓴᓇᓕᖅᑐᓂᒃ ᐊᑕᐅᓯᐅᓕᖅᑐᑎᒃ ᐃᓚᖓᔪᓄᑦ ᐃᓚᐅᖏᓗᓂ

ᑐᑭᓯᒪᓕᕆᔨᒃᑲᓪᓚᕆᒃ ᑭᒃᑯᐊᑎᐃᓕᓴᐅᑎᓪᓗᒍ ᑲᑎᒪᔨᖏᑦ ᐊᓂᒍᖅᓯᒪᔪᖏᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐅᕙᓂ ᑐᑭᓯᐅᓂᖅ:
www.assembly.gov.nt.ca/languages

NAIGLILIQTAT KATIMAYUANIN

Ukuat Katimayiit Takuuqsimayuat *Uqausitigun Malirulialiat* ukuanik qanuqiliurutinginnik sannaiqsimayait uqallautisuklugit inuit summagaita savaamingnik qanuq isumaaluruarmata ilisimasuklutiglu. Arvinilingni tatqiqsiutini, katimayiita sannaiyarniaraat kingulliq quliaq aasiin malingniarait maliyaksait iliyuat uqausitigun Nunatchiami (NWT). Isumaaluruaqtuat NWTmi ittuat uqaqsaqtuat naatchitinnagit makpiraangit. Katimayiita iluaqtunik malirulianik piniaqsimayuat, taimannaguuq uqautchikput suangatqingniaqtuat.

Sivullirmi

1984mi, Kavamatkut Nunatchiamun (GNWT) angiraat Uqausitigun Maliruliat ilitariblugik Taniktunlu Frenchtunlu uqausingik. Maliruliaq taamna ilitarimayaa Tanngungittuat uqausingit NWTmi. 1985mi, Uqausitigun malirulialiat nuktiqluni aasiin atinga unamun Uqausitigun Maliruliat. Ukuat Maliruliat 1990mi ilialiutiblugit uqausingit Cree, Chipewyan, Dogrib, Inuktitut, Inuvialuktun, Inuinnaqtun, Gwich'in, North Slavey, suliptauq South Slaveylu ilaliutilugit uqausingit tamaani Angalatchiyuani Legeslative Assemblylu GNWTmilu, ilaliyiblugit Frenchlu taniktunlu. Taimannaptauq aglagviniblugu savaktingat uqausitigun. Taimangaaniin, kavamatkut savaksimayuat tamainnun uqausinun aturniaqsimablugit.

Katimayiita Maliruliatigun Uqausinun 2001mi ilimayuaq tamaani Angalatchiviat Katimayiini Nunatchiamun. Katimayiita takuuqsimayait maliruliangit iluarmagaata ilitchurisuklutik. Ukuanik apiqsurnigait katimayiita:

- Inuit kangiqsimavagit ukuat Uqausitigun Maliruliat?
- Ukuat Maliruliat ikayuqsimavagit uqausit atuqtuat?
- Pimasungit uqausit pimavagit?
- Qanuq nakuurniaraluaqpat Maliruliat?
- Qanuq iluarniaraluaqpat sugumik uqautchiptigun NWTmi?

Upinraaqsami 2001mi, Katimayiita savaktiniktuat sivunniuliurutitqublugit. Septembermi, Katimayiita katimaqpaaluksimayuat Yellowknifemi. Inungit uqausit katimayaqtuqsimayuat avenge. Katimayiita itiriaqtuqsimayuat inuuniarvingnun NWTmi katimaqatigiyaqtuqlugit isumaaluruaqtuat uqausimingnik. Taimannali, Katimayiita uqaqatigimayait inuit tamaita piqpagiyuat uqausimingnik NWTmi.

Marchmi, Katimayiita katimayuat Yellowknifemi. Tayvani, uqaqtuat tanngungittuat katimavingit, francophonenguyuatlu, ingilraaninlu qangmaminlu savaktingit territorial uqausitigun, kavamaungituat (NGO's), Uqausitigun Angalatchiyilu Kanatamun.

Katimayiita nautchiuqsimayaat suli kavamatkut savaangit uqautchitigun, Aglagviat Angalatchiyi Uqausitigun, Tanngungittuat Pilangayingitlu. Katimayiita itiriaqturniaqtuat suli allanun inuuniarvingnun katimaqpaalutqingniaqtuatlu ukiaksaqpan 2002mi. Suli tamaani, Katimayiita aglangniaqtuat makpiraamingnik kingullirmik, tayvani maliruliat allangurniarait luunniin iluangitkumik.

Uqausirlu Pitqusirlu Sivulliuyuak

Katimayiita ilitchuriyuat pimaniarutiksaa sivulliuyuaq uqausiptingnik. Taimanna allangayuanni allanin uqausinin. Allat uqausingit pitqusitlu allaummataptauq inmigun pingit taimanna piqpangnaqtuat. Ulapitqungitkupkit pitqusipta, uqausivut ulapittailisarivutlu.

Ulapitqungitkupkit uqausivut NWTmi, ublukaluk atuqsarivut uqarupta. Sapirnaraluaqtuaq Tanngungittuatunlu Frenchtunlu uqarniarupta, Taniktun uqaruumata inugiaktuat NWTmi Kanatamilu. Pimasukkupkit uqausivut NWTmi - kavamatkutlu. Katimaviit inuuniarvingmi, kituliqaalu - uqarniaqsauyuat uqausiptingnik.

Uqausiq Aturuummagaanlu Utiqtinmagaanlu

"Uqausiq Aturummagaan" nautchiuqpagaat atummagaan ingilraatun. Innait uqaqpakkumik uqausimingnik, aglaan inrutaalungit Taniktun kisianik uqaruuyuat, taimanna uqausit atuaksanga allanguqpaktuaq. Allat uqausit sivulliutilugit nutim ittuat. Taimanitpaktuaqtauq katitirpangmata allanik uqausiruaqpaklutik ilanni. NWTmi, nautchiuramitku uqausingit Tan'ngungittuatlu Frenchtunlu ilitchuriyuat atuyuitaat uqausingit ingilraatun. Ilait atuyuitqiyauyuat allanin. French uqausingit NWTmi mikliyuaq uqaruuyuat.

Uqausit ulapitqayauqtuat utiqtinniaqsimayait aturuaqtuat "utiqtinniaqtuat uqausimingnik". Atiruaqtuaq enamel "Uqausit aturviksaat", taimanna aturuaqtuaq uvani makpiraani. Uqausinik aturviksaa isagutivaktuaq sivunniuliuqaarlugu. Ukiutqingni, inuuniarviit

NWTmi sivunniuliuqsimayuat qangma aasiin atuqsimayaat. Franophonenguyuat savautimayaat uqausingit aturniaqlugu ulapittailitqublugulu NWTmi. Qanikkun GNWTkut sivunniuliurutimayait Tan'ngungittuat uqausingit NWTmun.

Iluaqtuamik sivunniuliuqsimayuat uqausitigun atuaksangit aimavingani ilisautitqublugit ilitqublugitlu ilangit. Inuuniarvingmi ittuat ilitqublugit piqpangnaqtuaq uqausivut taimangaaniin nutim ittuaq.

Sapirnaraluaqtuaq sivunniuliuqtuni qulit atausit uqausiruarapta uvani NWTmi, uqausitlu Tan'ngungittuat inuuniarvingni allagiiktuattauq.

Allat nunat ungasiktuat ulapitqayaugaat uqausingit aglaan utiqtitpagaat.
Ukuat iluaqtuat maliyaksat:

- Uqausitigun maliruliat
- Uqausitigun nautchiurviksaitlu munariviksaitlu
- Uqausitigun aturviksait
- Ilisautdjiviksait uqausimingnik ilagiiktuani aimavingnilu
- Ilisautdjiviksait ilisarvingmi
- Inuuniarvingmi atuaksangit uqausimingnik.

Uqausit Ingilraanin NWTmi

Tan'ngungittuatlu Frenchnguyuatlu uqausingik ikayuutiksaittuak kavamanin ingilraani 1970smi aglaan ikayurniakigait. Inugiakuni ukiuni, federal kavamatkut NWTmi ilitarisuinnigaak Frenchlu Tan'ngungittuatlu uqausingik. Taimani kavamatkut maqairniaqsimayait Tan'ngungittuat inuusingit pitqusingitlu. Inugiaktuat tan'ngungittuat uqalaittuat uqausimingnik ilisarvingmuksimagamik, taniktun kisianik uqalasiblutik maliklugit kavamatkut.

Provincialkutlu territorialkutlu aviklugit atautchimiittuat Tan'ngungittuat nunamingani Western Kanatami.Uqausitlu pitqusitlu inuuniarvingni aviklugit allanuklugitlu suangaitqublugit taimaliyait.

1969mi, Uqausitigun Malirulialiat Kanatamun iliyaat. Una maliruliaq ilitariyaa uqausingit Francophonenguyuat Kanatami. Ukiungani taimani, nakuungiblugu maliruliaq White Papermik atiruaqtuanik Itqilinun Maliruliat (1969) federal kavamatkut allanguqtitait maliruliangit Tan'ngungittuatigun iluaringinmata.

Isagutaani 1970s, kavamatkut maliruliangit NWTmi allanguqsimaakkiqtuat. GNWTkut ikayurniakiqsimayait French uqausingit ilisarvingmi ilisautdjiblutik. Tan'ngungittuat

uqausingit atuakkiblugitlu ilisarvingmi. Kavamatkut ilisautdjimaakkirait savaktiniklutiglu kipuktisiyuanik. Uqausitigun savangniakiqtuatlu.

1984mingaaniin, federal kavamatkut akiksanik aittuqtuat GNWTmun atuaksangit French uqausinun savaakkiqlutiglu Tan'ngungittuat uqausinginnik. Kavamatkut ikayuutiviksainik iliyiblutik uqausiptingnun atuaksanik. Qanikkun, Tan'ngungittuat uqausingit inuuniarvingni inmikun sivunniuliuqsimayuat. Ilisarviktigun Angalatchiyuat munarivagait ilisarviksaitigun ilisarvingni. Frenchtun uqausinginun katimaviliuqtuat ilisarvingmi munariviksaanun French uqausingit.

Qanuqinmagaata Uqausiqput

NWTmi, mikliyuat uqaruuyuat uqausimingnik. Inugiaktuat Tan'ngungittuat nutauyuatlu, Taniktun kisianik uqaqpaktuat aimavingani. Nautchiuramik ilitchuriyuat 25%tun Tan'ngungittuat ukiuniktuat 24mun aglaan uqaqpaktuat uqausimingnik (aglaan mikiyumik kisianik uqaqlutik innauyuatun uqangaiqlutik). 76%tun kisimik 45tun ukiuniktuat utuqqautqiyuatlu uqaqpaktuat suli uqausimingnik. Tan'ngungittuat uqausingit allangayut ilait uqaruuyuat ilait aasiin uqapqaqtuqlugu. Allauyuaqtauq inuuniarvingni allani NWTmi.

Miklimuktuqtuat Tan'ngungittuat uqausingit nalunaivialuktuaq, NWTmi uqausiruaqlutik North Slaveymik Dogribmiklu uqausingik allani nunani uqayuittuat ukuanik uqausinik suliptauq allat uqausit atuyuitpaktuat allani nunani Tan'ngungittuani.

Frenchtunlu uqaruuyuat NWTmi miklimuktuqsimayuat. Taniktun kisian inugiaksiyuat uqaruuyuat nunaptingni NWTmi aimaviptingnilu.

NWT Uqausitigun Sivunniurutit

Tamaita NWTmi Tan'ngungittuat inuuniarvingit sivunniuliurutiksamingnik uqausitigun. Ukuanik ilaliutiyuat:

- Pimaniaqlugit uqausit (quliatigun, kipuktirutitigun, allatigunlu)
- Aturniaqlugu uqausikput (ilagiinni nutauyuanilu)
- Makpiraaliurutilugit ilisarviit atuaksanginnik ilisautdjigumik
- Ilisautdjilugit kipuktisiyuat mumiktisiyuatlu ilisautdjiyuatlu
- Ikayurlugit uqausit sivunniuliuqlugit maliyaksaliuqlugitlu
- Suangasiklugit ilisarviit ilisautdjutiksait
- Ikayuqlugit inuuniarviit susukkumik uqausimingnik.

Francophonenguyuat sivunniuliuqtuat maliyaksanginnik uqausimiktigun pitqusingitigunlu, sivullingniaqlugu uqausingit ilisarvingmi, Frenchtun uqarniaqlutiglu sumiliqaa, ikayuqlugitlu French uqausingit silakkuaqtisiyit.

GNWTkut qangma savaqatigimayait inuuniarviit uqausinginnik atuqublugit sivunniurutingani ittuaq.

Uqausit Pimayaksat

Ukuat United Nations (UN) maliruliangit, angirutait, quliangitlu ikayuutivaktuat uqausinun nunani sumiliqaani. UNkut uqaqpaktuat, tamaita uqalayuat uqausimingnik. Ilisarvingmiptauq ilitchurisarait nutaqqat pitqusingit, uqausingit, itdjusingitlu. Aglaksimayuaq makpiraani inuinnguuq pimalagait uqausingit nunamingni. Tamatkuat nuuttuat nunanginun ilisarniaqsaraat uqausingit inungit.

Kanatami, *Angalatchiyit Maliruliangit* (1982) munarivagait Frenchtun Taniktunlu uqausingit Kanatami. Francophonenguyuat ilisarvirualayuat sumiliqaa ilisaruktuanik piruarumik uqautchinganik. *Angalatchiyit Maliruliangit* makpiraanginni uqaqtuaq Kavamatkut Kanatamun uqarniaqtuat aglangniaqtuatlu Frenchtun Taniktunlu Kanatami. Uqausitigun Malirulialiat (1988) Kanatamun uqaqtuat uqaruuyuanik pimaniaqsimayuat uqausimingnik aglaksimayuaq *Angalatchiyit Maliruliangit* ataani. Tamarmik maliruliak mumiktisiyuanik pivaktuat, pimasuktuanun, uqaqtitaarvingni Kanatami.

Section 35 (1) Angalatchiyit Maliruliangit ilitarimayaat "...nutim ittuat tan'ngungittuat pimayuangit Kanatami." Tan'ngungittuat maliruliangit nalunaqtuugaluat, ilaliutilagait aglaan uqausingit. Tan'ngungittuat inmikun-angalatchisuktuat angirutait qangma savautimayait NWTmi uqaqsimayuat uqausiptingnik.

NWTmi Nunavutmilu kisimik Kanatami ilitchuriyait Tan'ngungittuat uqausingit. Uqaustitigun Malirulialiat NWTmi (1990) uqaqtuaq tamaita uqautchit atulagait Legislative Assemblymi. Pisukkumiklu uqausit atulasiyaat GNWT savagvianin. Savaktiruaqtuat Angalatchiyinik Uqausitigun munaritqublugit aturviksainun Maliruliangit.

Uqausitigun Malirulialiat Makpiraangit (1997) maliyaksanik aglaksimayuaq GNWTkunni savaanginni uqausiptigun. Maliyaksangit quliaqtuat kitut uqausit atulayuat inuniarvingni NWTmi. Inuit ilisimayuksauyut aturupkugu uqausingit atulangasiyaat.

Ilisarniqtigun Malirulialiat (1996) uqaqtuaq Katimayingit Ilisarvingmi (DEAs) pukulayuat kitumik uqausinik ilisautdjiniaqtuat ilisarvingmi. Aglaan. naamayunik ilisaruktuanik piruaqsaqtuat, ilisautdjiyuatlu uqalangayuksauyut, ilisautdjutiksaitlu piruaqsaqtuat. Inugiaktuat DEAskut ilisautdjisuittuat uqausiptingnik. Frenchkut uqausingitigun maliyaksat aglaksimayuat nalunaiqlugit Frenchtun ilisautdjiniaramik

Maliyaksat, iluaniittut Ilisarniqtigun Malirulialiat. French uqausinginnik ilisautdjimayuat ilisarvingmi Yellowknifemi Hay Rivermilu.

Inugiaktuat allat maliruliat NWTmi uqaqtuat uqausitigun. Kipuktisiyuatlu mumiktisiyuatlu savaktigiyait kangiqsitqublugit tamaita.

Akiksat Qanuq Atuaksangit

Ukuat federal Angalatchiyingit Canadian Heritagemun akiksanik aittuqpaktuat GNWTmun $3.6 milliontun atausimi ukiumi atuaksangit uqausitigun. Tayvanga $1.6 milliontun aturiblugit Frenchkut uqausinun. Ilanga aasiin $1.9 million atuqpagaat tanngungittuat uqausinginun munariviksaanun atuaksanunlu. Akiksat qaitpagait GNWT Angalatchiyit Ilisarniqtigun, Pitqusitigunlu Savaaksanunlu (ECE).

Tamatkikapsait akiksat Tan'ngungittuat uqausinginun aittuqpagait inuuniarvingnun uqausitigun savaktuat. Ilait aasiin atuqpagait Tan'ngungittuat uqausitigun ilisautdjiyuanun, silakkuaqtitchiyuanun, nautchiuqtuanun, suli makpiraaliuqtuanun. GNWTkut inmigun aittuqpaktuat $7.1 million atausimi ukiumi Tan'ngungittuat uqausinginun. Tamatkikapsait akiksat aittuqpagaat Katimayuat Ilisarniqtigun (DECs) atuaksangit ilisautjiviksainun ilisarvingni.

French uqausingit akiksat atuqpagaat kipuktisiyuanun, arsenic uqausiruaqtuanunlu, French uqausingitlu nalunaitkutanun, makpiraaliuqtuanunlu. Akiksanik aittuqpaktuattauq francophonekunun inuuniarvingnun uqausinun atuaksangit. Angalatchiyit Canadian Heritagemun aittuqpaktuat ECEmun $1.14 milliontun atausimi ukiumi Frenchmun atauksanun ilisarvingmi.

GNWTkut savagviat aglaksimavaktuat qanuq atuqpangmatkit akiksat quliaqlutik qanuq atuakpangmatkitlu Canadian Heritage akiksangit. Katimayiit nautchiuqsimayait suli federal territorialkutlu qanuq atuqpangmagait akiksangit. Katimayiit ilisimasuvialuktuat qanuq pimmagaita akiksatigun.

Inuit Isumaliurutingit

Ukiutqik, Katimayiit inugiaktunik tusaayuat impugning katimayuanuktuaninlu. Ukuanik uqaqpaktuat:

- Suangayuanik nalunaittuaniklu maligulianik piyaksauyuanni uqausitigun
- Suangayuanik atanauyanik piyaksauyuanni uqaqtuanik uvaptingnun uqausiptigun, uqausiqput ulapisimaakkirman qilamik
- Akiksat munarimmaariksarait qanuq atuaksangitlu nautchiurlugit

- Ilisarviit ilisautigamik sivulliulugit, taimanna qilamik ilisautisarivut ilisautdjiyit, ilisautdjutiksaliuqlutiglu, aspirate atuaksat ilisarvingmi, maliyaksangit sannairlugitlu
- Illegible inuuniarviitlu atautchikun savaktuksauyut ikayurniaqlugit ilisarviit
- Nakuruklugit savaaksangit uqausitigun qanuq iliniarmatigitlu
- Saniqpausarivut uqausit tamaita allangurlugitlu isumangit nakuungittuat Tan'ngungittuat uqausinun Frenchnunlu.

Sivunmun Aulayuat

Nautchiurutiptingni apiqsuqaarapkitlu inuit, Katimayiit sannaiyagait maliyaksat sivunniurutiksatlu uqautiyaksangit suli qapsini tatqiqsiutini. Tugliat territorial uqausitigun katimavingit, ukiuksatqigu 2002mi, uqaqatigipsaarniarait sivunniurutit iluarimmata ilisimasuktuat. Uqaqatigisukkupkit isumaaluruarupsilu isumaliuruarupsilu quqaurlugit ataani ittuaq kisitchiutingit.

Maliyaksavut Sivunniurutinun

Uvagut savaakput Katimayuani, malikkavut maliyaksavut *Uqausitigun Malirulialiat*. Savaktuammi munariniaqlugu uqausit, aturniaqlugulu piqpagilugulu Tan'ngungittuat uqausingit. Ukpiriyavut maliruliatigun munarigupkit uqausivut nakuuniaqtuaq. Tamaita uqausit munariniaqsimayavut piqpangnarmata.

Savaaptingni, maliksimayavut ukuat:
- Uqausingit pimalagait inuuniarvingit
- Uqausit allangammata piqpangnaqtuat uvaptingnun NWTmi, Kanatami, Nunapayaamunlu
- Tamapta pimaniaqsavut uqausiqput
- Angalatchiviksait, akiksait, savautiksaitlu nalunairlugit, iqunaittut, allangulaittut, qilamisaqtut nungulaittutlu
- Allangayunik savaaksanik pimaniaqlugit uqausit.

Allangayuanik Sivunniurutit

Sannaiyavut allanguqtingit uqautipsaarniaqtuanik sannaiyaqinnagit kingulliit makpiraangit. Ilait iluangituugaluat allatlu tutqiksalayuat. Ilait inuit allangayuanik pimasuktuat. Kisitchiyavut ukuat allangutiksat uqautiniarivut katitqikupta.

Piniarivutluunniin:
1) Ilaliutilugit maliruliat makpiraamingnun ittuanun Uqausitigun Malirulialiat

2) Tutqiglugit allangurlugit Uqausitigun Malirulialiat ukuanik:
    a) Aturlugu Maliruliaq tamainni savagvianun savaguuyuanun kavamanun
    b) Atausiq angalatchivik kavamani munarilugu Maliruliaq
    c) Allangurlugu asu suangasiblugu savaanga Uqausitigun angalatchiyim
    d) Dene atingit iluaqtuat aturlugit maliruliani

e) Uqausit aglaksimayuat Maliruliani nautchurlugit iluarmagaita inuuniarvingnun NWTmi

3) Suangasilugit nalunairlugitlu Maliruliaq sivunniuliurutikun

4) Suangasilugit Tan'ngungittuat uqausingit pimayaksangit tamaani Uqausitigun Malirulialiat ukuanilu Ilisarniqtigun Maliruliat suliptauq suangasilugit savaqatigiiksait ilisarviitlu inuuniarviitlu

5) Ilisaututiksainniklu makpiraanginniklu sanautilugit ilisarviit ilisautdjigumik ilisarvingmi,
ilisautdjilugit ilisautdjiyit, uqausingit kisian uqarlutik, nautchiurlugitlu ilisautdjiyuat ilisimagaamik uqausimingnik

6) Kiilumik akiksanik aitturlugit, allanguqtaililugit akiksangit, Tan'ngungittuatlu Frenchlu
Uqausinun, munarivialuklugitlu ulapinapittuat uqausit

7) Nakuruklugitlu nautchiurviksait Tan'ngungittuat Frenchnguyuatlu uqausingitigun savaktuat, aglagviliurutilugit luunniin uqausinun, allanik luunniin

8) Suangasiblugit savaqativiksait GNWTkutlu inuuniarviitlu, katimaviliurutilugit luunniin
nunamingni territorialkuni luunniin

9) Aglipkarlugu atuaksanga uqausit mumiktisiyuanik atuqlugit, ilisautilugit uqausitigun, uqausiliuqtuatigun, sumi atuaksanga uqausit isumaliurlugit

10) Ilitchurilugit Tan'ngungittuat uqausingit ulapitqayaurmata pimaniaqsarivut qanurliqaa.

Uqaqatigisukkupsiung una makpiraatigun, Katimayiita savaangit, sivunniurutingit, takuurutiksainunlu Uqausitigun Malirulialiat, ququarlugit aglagvianni Katimayiita:

Ququarvik: 920-6929 asu akiittuamun 1-800-661-0872
Tuyurvianun: 873-0366 asu akiittuamun 1-800-661-0872
Qaritauyakun: languages@gov.nt.ca

Ilitchurisukkupsi kiilu taigulayusi Katimayiitam qarituyangit tuyurviani;
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E-mail: languages@gov.nt.ca

Ndéh Łíé -- Godhee Łǫ

Edíhtłéh Ndedhé -- Aek'áhze Anadlá

Dene Gogha Ek'éteʔet'a, Zhatıe Kádaʔa Gha
ʔeʔa Hólı Éghǫʔegeda Gha Goníędętł'éh

Edıhtł'éh Ndedhé Hólı Dádı

ʔeʔa gháádé gozhatıe k'éódezhǫ ajá ɻlé ts'ęk'eh góghǫʔegųndá gha, ezhı dene gogha ek'éteʔet'a sáagenéht'é zhek'eh egedéhttth'ı t'áh eghálagenda sıę dúh gots'ę ezhı k'eh azhıı ghálats'ɻndá keots'eduhsháh gha dı edıhtł'éh gehtsı, gots'ęh k'éʔǫh meghǫh dáts'enıdhę gots'ęh dáǫndih meghálats'ɻndá olı nahxeghǫh keogeduhsháh egenıdé. Yundah ehts'étaı sa gots'ę, ezhı náah egedéhttth'ı dené, zhek'eh edıhtł'éh nodee theʔǫ naʔegedetł'éh gha. Mets'ęhʔóné Góhdlı Ndéh (NWT) goteh ʔeʔa gháádé gozhatıe k'éodezhǫ ts'ęhk'eh dágogeleh gha kek'éodezhǫ gha. Kagot'ı t'ǫh gotah Góhdlı Ndéh got'ıę dáʔegenıdhę goghǫh egedóhttth'ǫ egenıdhę. Gozhatıe náah egedéhttth'ı dené ezhı k'eh dánagųht'e gha góʔǫ, zhek'eh nodee anageededı gha sıę met'áh ét'ı sáh eghálats'ųndá gots'ęh úútł'ié met'áhdóoʔá egenıdhę, kagondih nıdé gozhatıe kádáʔa azhǫh deʔǫh anázháʔedéhtse ǫt'e gha.

Azhíı Agóts'eedı

1984 ekúh, Góhdlı Ndéh gogha ndéh gha k'aogedéh ke (GNWT) ʔeʔa gháádé gozhatıe k'éodezhǫ gha edıhtł'éh mek'éagųųt'e gha géhtsı ɻlé, meghááde á móóla zhatué gots'ęh tthot'ıę zhatıé ʔeʔa ghááde aʔɻłah mek'éodéhzháh agúújá ɻlé. Ezhı ʔeʔa edıhtł'éh ghááde chu dene zǫhlıné gozhatıé k'éodéhsháh t'áh agogɻɻlá ɻlé. 1985 nionıʔǫ ekúh, ʔeʔa ghááde gozhatıe kádáʔa gha edıhtł'éh hólı sıę, ehttth'ı gok'ęę gozhatıe kádáʔa gha ʔeʔa kéleh nagéhtsı. 1990 k'eh á, ezhı ʔeʔa kéleh nahxólı ghááde á Endá, K'áts'et'ı, Tłıchǫ, Enáke gozhatıe taı (Inuktutut, Inuvıaluktun, Inuınnaqtun, got'sęh Deegie, K'áchogot'ıé, Dehgáhgot'ıé gozhatıé azhǫh gok'eogedehzháh t'áh agúújá t'áh ʔeʔa gehtsı gha kǫ́ę gogéhʔǫ dahk'é, gots'ęh ndéh gha k'aogedéh goʔeghálaʔeda gotah á dúle tth'ot'ıé k'ęę gots'ęh móóla k'ęę chu azhǫh ełeghááde zhatıe medetáh gha agogɻɻlá. Ezhı ǫǫts'ę chu, gozhatıe ts'ęhk'eh kehxoʔęhndıh gha dené meʔeghálaʔeda theʔǫ gha chu gogéhtsı. Ekúh gots'ęh á, k'éʔǫh gozhatıe k'éodéhzháh azháǫt'e sıę ndéh gha k'aogedhe kágeedáʔa ke got'áhogeduhthı gha, zheghǫh nádaogehthe t'áh eghálagenda t'áh ageet'ı.

2001 ekúh xaye k'eh á, gozhatıe azháǫt'e ts'ęhk'eh ʔeʔa éghǫhʔegųndá gha, dene gogha ek'éteʔɻɻt'a nane káogɻɻla t'áh Góhdlı Ndéh gogha ʔeʔa gehtsı go/eghálaʔeda dahk'é t'ahsıı łęh k'eh eghálagenda gha goniʔedętł'éh t'áh agogɻɻlá. Gozhatıe náah egedéhttth'ı dené ke sıę, gozhatıe gha ʔeʔa theʔǫ dádenéhzų eghálaʔenda gok'eagenuhtáh gha agógeedındi. Goniʔedęt'a agɻɻt'e ke dı daodekeh ts'ę naogundeh gha agogɻɻlá:

- Gozhatıe gha ʔeʔa nıt'ǫ sı dene zhegeditth'e?
- Gozhatıe gha ʔeʔa nıt'ǫ sı gozhatıe azhǫh exohʔehndıh gha gots'ęh ts'ıʔodéh ch'á kexoʔęhndıh t'áh eghálaʔenda gha?
- Gozhatıe kádáʔa náh azhıı zháʔets'enıdé sıęh, sı gogha thela t'áh agųht'e?
- Azhıı k'ęę ʔeʔa nıt'ǫ k'éʔǫh nezų anats'ídlá olı?
- Azhıı ghááde góhdlı ndéh gok'eh, zhatıe t'áh agot'ı gha eghálaʔeda thela gots'ęh meghááde chu gots'áodı deʔǫh k'adhı anagots'ídlá olı?

2001 ekúh łuek'éh, gozhatıe náh egedéhttth'ı ke, zhek'eh eghálagundá gha dene neegedɻɻla

ghàádé á gozhatıe azhágót'e nadah seeniogénıʔǫ gots'ęh hotıé gok'eagenuhtáh gha niogénıʔǫ. September k'eh gozhatıe náh gonıʔedętł'éh got'ıę dúhdǫh Góhdlı Ndéh gogha Sáamba Gúlı

Kǫ́ę ets'edáatth'ı gondedhé gogéhtsı. Ezhı gozhatıe gha gonıʔedętł'éh ke chu, Góhdlı Ndéh gotah kǫ́ę góla gotah nágeede ts'ęhʔoné á dene, amıı dezhatıe ghǫh enıʔegedęndıh gots'ę gogıındeh t'áh ageat'ı. Ekúh chu, gonıʔedętł'éh dené ke sıę dene azhǫh gots'ęh odı eghálaʔeda gha ełexéh kágedáʔa sıę Góhdlı Ndéh ts'ęh gozhatıe azhágót'e ghǫh gots'ę gogıındeh t'áh ageat'ı.

Łuek'éh March k'eh á, gozhatıe gha egedéhtth'ı Sáamba Gúlı Kǫ́ę dene ózhıı gots'áoguhthe gha názhaʔatı gogéhtsı. Názhaʔatı gotah á dene zǫhłıne gogha kágedáʔa got'ıe ke, Tthot'ıę gha kágedáʔa ke, atthe gots'ęh aıt'é gots'ęh dúh gogha gozhatıe exoʔehndıh dené gondedhé ke, gots'ęh ehnda cho (Canada) gogha gozhatıe exoʔehndıh mendedhé chu názhaʔatı ekúh egeedı chu gots'ę gogıındeh.

Gozhatıe náh egedéhtth'ı gha kágoʔela dené ke, k'éndah gok'eagenehta t'áh ndéh gha k'aogedéh ke gozhatıe t'áh dáóndıh gots'ágendı, gozhatıe azhágót'e exoʔehndıh dené mets'ęh eghálaʔeda dahk'é dágot'ı, gozhatıe goghágonetęh, gots'ęh dene zǫhłıné zhatıe ghàádé azhıı ʔeʔa t'ą́ąts'ę́ gogha thela goghágenda t'áh ageet'ı. 2002 ekúh xat'ą́h, k'ahchu Góhdlı Ndéh aodacho zhatıe ts'ęhk'eh ełéhnaots'udéh naoguhtsı egenıdhę. 2002 ekúh xat'ą́h nıdé, gozhatıe náh egedéhtth'ı got'ıę́ gozhatıe ts'ęhk'eh edıhtł'éh nodee gehtsı gha, edahghǫh gozhatıe k'éodezhǫ gha ʔeʔa nıt'ǫ gots'ęh dáóndıh met'áh eghálats'enda tah t'ahsıı ndah ehndagedhah gha dahkó sóondı.

Gozhatıe Gots'ęh Dene Menáodhe Dádéhtł'íé Met'áhodéʔá Qt'e

Gozhatıe náh egedéhtth'ı gha kágoʔela dené, k'éʔǫ́ǫ gozhatıe k'éts'ųndıh gha, deʔǫh met'áhodéʔá qt'e keogihǫ. Gozhatıe ghàádé á dene k'ę́ę́ káts'edáʔa gots'ęh dene k'ę́ę́ naxenáodhe gogha egodat'ı. Suré xó dene k'ę́ę́ naxenáodhe xáádé nahxets'ęh elı mek'éts'ųndıh ets'enıdhę nıdé, naxezhatıe azhólı chu k'éts'ęndıh gha zǫh góʔǫ.

Góhdlı Ndéh (NWT) goteh gozhatıe ʔeʔa ghàádé mek'éodezhǫ azhágót'e húle andeh goch'á, k'éʔóné ét'ı dzene taonét'e met'áh gots'ęndeh gha góʔǫ. Góhdlı Ndéh gok'eh, gots'ęh Canada goteh móóla zhatıe á deʔǫh anádétse ts'ęhʔóné á dene zǫhłıne gots'ęh tthot'ıę́ gozhatıé gha godezhí nıodędhé láagųht'e. Gozhatıé ts'ıʔedéh ch'á ats'eedı nıdé tł'a, Góhdlı Ndéh gots'ęh dene adezhǫh, ndéh gha k'aodéh gots'ęhk'eh, kǫtah dene gha eghálagenda gha ełexéh nágedéhzha ke, gots'ęh łáts'edet'e xó, ats'edezhǫh á hotıé gozhatıe t'áhodudhı gha k'éʔǫh edets'enédzáh gha góʔǫ.

Gozhatıe Xéh Ts'ę́ Agodąndıh, K'ét'ą́ą́ Anagots'eleh

" Gozhatıe gúljh óhłjh ts'ę́ nágotse " ts'eedı nıdé tł'a úútł'íé gozhatıe zhué at'jh jle nıdé chu zhatıe gúljh óhłjh ts'ę́ nágotse t'áh agot'jh á agóts'eedı. Dáóndıh méodaat'ı tł'a, ǫhndah ke edek'ę́ę́ gogendeh xó, gocháa ke móóla k'ę́ę́ zǫh gogendeh nıdé, gozhatıe ehndahʔekı gots'eedı. Gozhatıe kaondıh t'áh ehndaʔekéh nıdé, ezhı zhatıe gúljh qt'e óhłjh deʔǫh anádéhtse t'áh á

kagot'ıh ǫt'e. Dene gúlıh kádé?a xéh kónjts'ıdéh gots'ęh, ndéh gúlıh ts'ę́ táts'edetła nıdé chu gozhatıe ets'edetsılaagot'ih t'áh zhatıe gúlıh t'áh gots'ęndeh ats'et'ıh. Góhdlı Ndéh (NWT) gok'eh, dúh sáanéht'é xaye t'ǫh gots'ęh á dene kéleh gozhatıe azháǫt'e zhuye azháajá.

Gozhatıe nane á de?ǫǫts'ę́ t'áh zhuye azháajá ǫt'e. Góhdlı Ndéh gok'eh tthot'ıę zhatıé chu t'áh ts'ę́ adąndıh láagódaat'ı.

Gozhatıe t'áh nagots'ųndeh gha náots'ehthe nıdé, "gozhatıe ehndahts'ele ch'á t'ą́ą́ agots'eh?ıh" éts'eedı ǫt'e. Gozhatıe gha séénigots'ı?áh ghaádé á megháats'enda égots'enihthı. Dúh sáanéht'é xaye gots'ęh á kǫ́ę́ góla edezhatıe gha séénıogénı?ǫ t'áh dúh dezhatıe ghǫh dágogijlá k'eh eghálagenda. Tthot'ıę got'ıné chu Góhdlı Ndéh goteh dezhatıé k'égųndih gogha , k'é?ǫh chu meghǫh keots'edushah gha eghálagenda kéogeenihthe. Góhdlı Ndéh gots'eh Ndéh gha k'aogedéh got'ıné ke chu, dúh thahle dene zǫhłı gozhatıe ghǫh dágogeleh gha sıę, nágotse t'áh séénıogénı?ǫ.

Gozhatıe ehndah?ekéh ts'ęhk'eh gonezų t'áh k'ét'ą́ąh anagots'eleh gha séénıgots'ı?áh gha nıdé, ehłéot'ı geelı ełegháogenehtęh gots'ęh ełets'eh?ǫné keogedı?áh t'áh edekǫ́ę́ ét'ı dezhatıe t'áh gogųųndeh ts'ę́ gogházenda gha gó?ǫ.

Ndéh aodacho gotah ndéh nane ká gozhatıe goch'á ts'í?edéh goch'á t'ahsıı ndah égogeenihthe. Azhıı de?ǫh nezų ełexéh eghála?enda sıę, dı á azháǫt'e:

- Zhatıé gha ?e?a the?ǫ
- Zhatıé gha úútł'ié edıhtł'éh ghaádé t'ahsıı k'eaneta, gots'ęh zhatıe k'éodih
- Zhatıé ghǫh keots'eduhsháh gha de?ǫh gondáats'eedı
- Gokǫ́ę́ ét'ı gots'ęh góot'ı gogháádé gozhatıe egots'edı?áh
- Edıhtł'éh kǫ́ę́ gogháádé gozhatıe ghǫh gogháoneteh
- Kǫ́ę́ gó?ǫ zhatıe ts'ęhk'ęh edegha séégogijlá t'áh megháádé agot'ı

Góhdlı Ndéh Gok'eh Gozhatıe Azháǫt'e Gondıé

1970 gok'eh á k'ǫǫNdég gha k'aodhe sıę dene kéleh zhatıe gots'ęh Tthot'ıe zhatıé ts'ádagedęndıh kéogenihthe. Ezhı godheh ki kaodacho t'áh gots'ágıjndile jlé. Edláanéht'é xaye gogha sóondı á dúhdę Góhdlı Ndéh ts'ęh ndéh gha k'aodhe mendedhé gha agıjt'e sıę, ki tthot'ıę gots'ęh dene zhatıe kádá?a sıę ?e?a ghaádé zhegházijdáile. Dene gonáodhe chu gogeedıhchále jlé. Dene kéleh łǫ á edıhtł'éh kǫ́ę́ egeedáatth'ı t'ǫh móóla k'ę́ę́ zǫh gogųndeh gha agogjıhthı, gots'ęh ndéh gha k'aodhe ke, gots'ęh amıı edegha eghálagenda kágogedénıła chu móóla k'ę́ę́ zǫh gogendeh t'áh agogıihthı jlé.

1969 agúújá ekúh á, Canada sıę gozhatıe azháǫt'e gha ?e?a ndedhé nigeenı?ǫ. Ezhı ?e?a hólı sıę, Canada goteh ét'ı tthot'ıę zhatıe ts'ęhk'eh ?e?a ghaádé gogha ehtth'ı nigóıt'ǫ k'éogedéhzhah t'áh agúújá. Ekúh xaye chu, dene zǫhlı zhatıe gha edıhtł'éh hólı jlé (1969) ts'ę́ jle ts'edıjndı t'áh yundah gots'ęh ndéh gha k'aodhe mendedhé ke sıę dene ke móóla k'ę́ę́ aguut'é gha edıhtł'éh hólı ehdahguchu gha gonı?edétse.

1970 góonádhıh ekúh gotah ghǫ dúhdę ndéh gok'eh ndéh gha k'aodhe zhegháádé

eghálagenda gha edıhtł'éh geedet'ı gúlįh aot'é gha zhéogenihthe. Góhdlı ndéh gha ndéh gha k'aodhe geelı sıę, edıhtł'éh kǫ́ę́ gogha tthot'ıę zhatıe nigeenıla. Dene zǫhłıné t'áh dezǫą gháonutęh gha séénigeenıla. Ndéh gha k'aodhe gogháádé chu, dene łataʔegehtıh-łataʔegedetł'éh gogháonetęh égogenihthe. Gozhatıe ghǫh gondáageedı ká gogéhtsı.

1984 t'ǫ́h gots'ęh, yundah gots'ęh ndéh gha k'aodhe ndedhé, góhdlı ndéh gha ndéh gha k'aodhe ts'ę́ sáamba agehʔı t'ą́ątś'ę́ á met'áh tthot'ıę zhatıe xéh ts'ádageedęndıh gots'ęh, dene zhatıe t'áh ats'uut'į gha kéogenihthe. Odıh dúle nıdé, t'ahsıı t'áh dene ts'ágụndí gogha. Ndéh gha k'aodhe, gozhatıe azháǫ́t'e t'áhogedehthı t'áh agogíhthę. Dúh thale gots'ęh á kǫ́ę́ zhágóla, odınih dene zhatıe t'áh agot'ı sıę, hotıé gok'eh dahgóla gok'ę́ę́ á dendéh gogháádé jle nıdé chu kǫ́ę́ góʔǫ gogháádé á zhatıe ts'ęhk'eh goʔedıichá lįh á nıogeedíchú. Ndéh theʔǫ ghááde edıhtł'éh kǫ́ę́ gha egeedéhttth'ı ke (Dıvısıonal Educatıon Councıls) edıhtł'éh kǫ́ę́ dene zhatıe gogháonetęh t'áh agoot'ı ts'ę́ k'aogedhe gha nıogeedíchú. Tthot'ıę zhatıe tsęh edıhtł'éh kǫ́ę́ gonáah ełexéh egeedéhttth'ı t'áh eghálagenda ke, seegogíjlá t'áh tthot'ıę zhatıe t'áh zǫh edıhtł'éh gogháonetęh ts'ę́ k'aogudéh gha edegha seegogíjlá.

Naxezhatıe Azháǫ́t'e Ts'ęhk'eh Dáagódaat'ı

Góhdlı Ndéh gotah, dene k'éʔįh á dene kéleh gozhatıe t'áh zháogíjndeh. Dene gozhaa łǫ gedet'e á dekǫ́ę́ nıdé, móóla k'ę́ę́ zǫh gogendeh t'áh agıjt'e. Dene k'ónı, ǫkı hono ǫ́ sụlái goghayé ineh agıjt'e sıę, tanı ts'ę́ agenéht'é gots'ęh k'ahchu kagenéht'é ts'ęh tanı agenéht'é (25%) zǫh á dene k'ę́ę́ gogendeh, kagondih gotah chu dáodenéhzụ́ zheʔegeditth'e, zhet'áh egedetł'éh kanáodéhtse ǫt'e ile sóondı. Ełegháádé gogháts'enda gha nıdé, dene nézhǫ ǫt'e sıę, dıį hono ǫ́ sụlái goghayé, ezhı ǫǫ́ts'ę́ chu goghayé ǫt'e nıdé, gotah káhjene azhǫh (76%) á dezhatıe t'áh gogendeh. (Dı t'ahsıı gots'edehtáh tł'a dene gotah kǫ́ę́ zhágóla ełenahch'á kéodaat'ı). Góhdlı ndéh góʔǫ sıę, dı dene zhatıe azháǫ́t'e gha dı ndéh zǫh á gogha theʔǫ ǫt'e t'áh, dene zhatıe t'áh gots'ęndeh k'éʔįh adąndıh sįh, ká gogha t'ahsıı nechá ǫt'e ets'enıdhę.

Tthot'ıe zhatıe chu gotah dezhatıe t'áhogedehthı chu t'áh zhue agodąndıh. Móóla k'ę́ę́ gots'ęndeh zǫh á deyéh adąndıh. Góhdlı ndéh goteh ét'ı á móóla zhatıe á deʔǫǫ́ts'ę́ gokǫ́ę́ nızhįh met'áh gots'ęndeh.

Góhdlı Ndéh Gozhatıe Xéh Odı Gots'ę́ Gogha Godéʔá

Góhdlı Ndéh gok'eh gozhatıe ghááde kǫ́ę́ káodéla sıę, edezhatıe ghǫh odı gots'ę́ nıogúhthı egeenıdhę sıę edegha gogehtsı. Dı metah thela k'ę́ę́ á agógeedı:

- Gozhatıe ets'edutsı ile (zhǫht'ǫh gogondıé xéh ełéots'ęndeh gogháádé, gozhatıe ets'eduútth'e gha edıhtł'éh ts'uhtsı, t'ahsıı kazháondıh got'áh)
- Gozhatıe dádéhtł'ié met'ahodéʔá ǫt'e ghǫh nádaguudhe (góot'ı gotah, dene k'ónıa gotah chu)
- Gozhatıe ghááde edıhtł'éh kǫ́ę́ met'áh ats'uut'į gogha edıhtł'éh kéleh gots'ęh t'ahsıı ełenahch'ámet'áh keots'edúʔáh gha gots'ụhtsı
- Dene łataʔegehtı-łataʔegedetł'éh guulé gha gogháonutęh, gots'ęh gozhatıe gogháogenehtęh gúúlé gha dene ghaonutęh
- Gozhatıe ts'ádats'ęduụndı gha edıhtł'éh nátse góolé gots'ęh megha ʔeʔa oʔá

- Megháádé edıhtł'éh gogháonetęh azháǫt'e deʔǫh anádóotse aot'é
- Kǫ́ę́ góʔǫ gotah zhatıe ts'ęhk'eh eghálaʔeda ełexéh thela gok'ę́ę́ meghálats'ụndá

Tthot'ıę zhatıe got'ıę azhíı gogha met'áhodéʔá alah nígeenıdhah, metah tł'a tthot'ıę zhatıe gots'ęh gonáodhe ǫt'e sįh chu,edıhtł'éh kǫ́ę́ gha megháádé agoot'į́ nátse agıılá,tthot'ıę zhatıe

t'áh k'éʔǫh gots'ágendı k'ę́ę́ eghálagenda, gots'ęh tthot'ıę k'ę́ę́ gondı edaatł'éh, gondı ets'uudéhttth'ǫ gha, gondı ghát s'enda gha chu k'éʔǫh agogeleh gha.

Dúh Góhdlı Ndéh gha k'aodhe got'ıę́, gozhatıe ghááde kǫ́ę́ káodénıla gogháts'ęnda sıę, azhíı ts'ę́ káʔegenıʔáh t'áh gots'ágendı ghálagenda gha.

Dúh Gogha Gozhatıe Gha ʔeʔa TheʔǪ

Ndéh sáagenéht'é ełexéh eghálagenda gha sıę (UN) azhíı gok'ę́ę́ eghálats'enda gha góʔǫ, dáóndíh t'áh agots'eleh gha, gots'ęh gondı nátse gogéhtsı t'ą́ą́ts'ę́ á dı ndéh aodacho goteh ét'ı gozhatıe ts'ęhk'eh azhíı gogha ehttth'ı thela ghááde gots'ádagedęndıh gha gedıındí ǫt'e. Ezhı agııt'e sıę, (UN) gogháádé á dene azhǫh á gogha ehttth'ı góʔǫ ghááde, dezhatıe t'áh gogendeh gha gogha ehttth'ı góʔǫ gha geedıındí. Ezhı ǫǫ́ts'ę́ chu dágeedındí síh tł'a, dezǫą dene dáʔụhłı kádáʔah ǫt'e, mezhatıe chu, gots'ęh azhíı megha met'áhodéʔá ǫt'e ghááde mets'enehsheh sıę, azhǫh got'áh edıhtł'éh kǫ́ę́ zhegeedıhcháh gha góʔǫ geedıındí. Azhǫh ełexéh gondı nátse kágııʔǫ t'áh kageedıındí, dene dendéh k'eh agııt'e t'áh ét'ı dezhatıe egııtǫ́ gha. Dene gúlįh kádaʔa ezhı gondéh ts'ę́ aget'įh nıdé, dene zǫhłıné gozhatıe gots'ęh gonáodhe egogeedíʔáh gha edegenédzáh gha góʔǫ geedıındí ǫt'e.

Canada gogha nıdé, ʔeʔa cho hólı (1982) gogháádé á tthot'ıę gots'ęh móóla zhatıe chu ʔeʔa ghááde azhíı gogha ehttth'ı thela gogha mek'éodíh gha ǫt'e. Ezhı dádı adı tł'a, tthot'ıę got'ıę Canada gozhíh, odı tthot'ıę gozhaa gha edıhtł'éh kǫ́ę́ egenıdhę gots'ęh egeedı kágedáʔa ét'ı zheghálagụụndá egenıdhę nıdé, tthot'ıę gozha chu sáagenéht'é agııt'e nıdé dúle edegha kaogeleh ndı á adı. ʔeʔa cho chu dádı tł'a, Canada gogha ndéh gha k'aodhe dene gha k'eogeʔah t'áh tthot'ıę gots'ęh móóla k'ę́ę́ chu Canada goteh ét'ı ezhı zhatıe ǫkı t'áh ageet'ı gha góʔǫ geedı. Canada gogha met'áh gozhatıe k'éodejǫ gha ʔeʔa ndedhé nít'ǫ (1988) gozhatıe k'éodejǫ ghǫh adı gots'ęh k'éʔǫné ét'ı gozhatıe ts'ęhk'eh azhíı ʔeʔa t'ą́ą́ts'ę́ gogha ehttth'ı thela gha gogéhtsı. Ezhı ʔeʔa ndedhé ǫkı thela ghááde á odı goseızhaʔetıh dahk'é góla, gogha łataʔetıh dené ets'enıdhe nıdé, gogha kaogíįhthę gha góʔǫ ıındı.

ʔeʔa ndedhé cho zhíh Sectıon ë ghááde dı egogedıhshǫ "...dene zǫhłıné gots'ęh sáamba gogházheh t'ą́ą́ts'ę́ á Canada gots'ęh dene kéleh ts'eelı ʔeʔa ghááde gogha t'ahsíı thela kek'éodejǫ ǫt'e. Dene zǫhłıné gogha ʔeʔa ghááde t'ahsíı gııtǫ́ sıę, kí kagodenéhzụ́ ʔeʔa k'eh kadı le xó edahghǫh gozhatıe ts'ęhk'eh gogha ehttth'ı góla dahkó sóondı geedı. Góhdlı ndéh k'eh dene zǫhłıneedets'ę́ k'aogudé gha dúh gotah meghǫh nádagodhe t'áh agoot'ı sıę, dúh tł'ǫh ká gozhatıe ts'ęhk'eh gots'ęndeh égonıídhe ǫt'e.

Canada gok'eh gogha nıdé, Góhdlı ndéh (NWT) gots'ęh Enke ndéh (Nunavut) gok'eh zǫh á ʔeʔa ghááde dene gozhatıe k'éodejǫ t'áh ehttth'ı gok'ę́ę́ zhatıe azháǫt'e gok'ę́ę́ zhegágenda.

Zhatıe azháǫt'e ehttth'ı gogha mek'éodezhǫ gha ʔeʔa hólı, Góhdlı ndéh gogha sıę (1990) dádı sıı tł'a, dı gozhatıe azhǫh kádáʔa t'áh gots'endeh t'áh ʔeʔa zhágíihtsı gokǫ́ę ndedhé nızhıh (Legıslatıve Assembly) gozhatıe t'áh nızhıh gogendeh gha dúle geedıındí. Ezhı ǫǫ́ts'ę chu ndéh gha k'aodhe goʔeghálaʔeda t'áh dene gha k'eogeʔah t'áh, łǫ líh mets'enıdhę nıdé, gozhatıe t'áhodedhı gha dúle. Gozhatıe ehttth'ı thela gha goxoʔęhndıh dené menıʔedętł'éh ǫt'e (Offıcıal Languages Commıssıoner) sıę tł'a, ndéh gha k'aodhe ts'ęhk'eh kágedáʔa ezhı ʔeʔa theʔǫ

ghááde eghálagenda gha kexoʔehndıh gha ǫt'e.

Ezhı gozhatıe ehttth'ı nıízha gha edıhtł'éh (1997) Góhdlı ndéh gok'eh kǫ́ę zhágóla gotah ndéh gha k'aodhe ke goxéh odınıh zhatıe t'áh agoot'ı gha ndı. Dene chu, ehttth'ı gogha dendéh k'eh dezhatıe t'áh ageet'ı ghga gots'ę góléh ghǫh keogedıhshǫ gha chu góʔǫ.

Edıhtł'éh kǫ́ę gogháonetęh gha ʔeʔa nıít'ǫ (1996) ghááde á ndéh theʔǫ ghááde edhtł'éh kǫ́ę gonáh gots'ęh k'aogedéh ke (Dıstrıct Educatıon Authorıtıes) egeedı náogehtsı t'áh edıhtł'éh kǫ́ę odınıh zhatıe aot'é gha geedı gha dúle. Kaondíh xó, dene sáagenéht'é ezhı zhatıe egenıdhę egedekéh gha góʔǫ. edıhtł'éh goghágogenehtęh ke chu séé zhatıe egogedıhshǫ gha chu góʔǫ, gots'ęh met'áh gogházots'enehtęh gha edıhtł'éh zháhxólı kéenéht'é gha chu góʔǫ. Kagondíh t'áh á ezhı edıhtł'éh kǫ́ę gha k'aogedéh ke (DEAs) kí dene kéleh zhatıe t'áh gogházogenehtęh íle. Tthot'ıe zhatıe sıh, gozhatıe ts'ęhk'eh azhıı gogha ehttth'ı thela hotié edaatł'éh t'áh tthot'ıę zǫh t'áh gogháonetęh gha edıhtł'éh k'éagǫ́t'e gha hólı k'eh edaatł'éh ǫt'e gots'ęh edıhtł'éh gogháonetęh gha ʔeʔa ndedhé xéh thehchu agıılá ǫt'e. Tthot'ıę ke goʔedıhtł'éh kǫ́ę sıę Sáamba Gúlı kǫ́ę gots'ęh Xátł'ohdeh á gogéła.

Góhdlı ndéh gogha ʔeʔa ndedhé zháhthela łǫ á metah zhatıe kádáʔa ghǫh gogendeh. Łǫ líh á dene łataʔatıh, íle nıdé chu dene łataʔedetł'éh got'áhodudhı t'áh gondı metłáhodéʔa gogháguule ghá, íle nıdé t'ahsıı xéh dene gots'ágodı gha ghǫh chu gots'enıdhę ghǫh agógeedı.

Séé Ehttth'ı Got'áh Sáamba Xéh Eghálats'enda

Gozhatıe gha yundah ndéh gha k'aodhe ndedhé gots'ęh zhǫt'ǫ́h gozhúé k'égendıh gha kágedáʔa ke (Canadıan Herıtage) łíé xaye gogha káhjene taı hono ǫ tanı mıllıǫ́ sáamba (3.5 mıllıon) góhdlı ndéh gha k'aogedéh ke ts'ę́ nígııle. Mets'ęh łíé ǫ tanı mıllıǫ́ sáamba ǫǫ́ts'ę́ godlıh á (1.60 mıllıon) tthot'ıę zhatıe gha ǫt'e. Menáh káhjene ǫkı mılllıǫ́ sáamba (1.90 mıllıon) thela sıę dene zhatıe ts'ęhk'ęk nágots'enúhdáh gogha,gok'éts'ųndíh gogha,nezų anagots'udleh gogha ǫt'e. Ezhı sáamba azáǫt'e sıę ndéh gha k'aodhe gha edıhtł'éh kǫ́ę gonáh eghálaʔeda, dene gonáodhe ghálaʔeda, gots'ęh dene eghálaʔeda gogházhe gha eghálaʔeda (ECE) éhsąh sáamba ts'ę́ k'aogedhe.

Dene zhatıe gha sáamba ǫt'e sıę, káhjene azhǫh godlıh á, kǫ́ę zhágóla dezhatıe xéh eghálaʔeda gogéhła gots'ę́ at'ı. Menáh sáamba thela sıh tł'a met'áh dene zhatıe ts'ęk'eh gogháonetęh, gondı íichu ts'ęhk'eh chu met'áh eghálaʔeda, gots'ęh met'áh chu edıhtł'éh ghááde gogháonetęh gehtsıı gha chu ts'ę́ at'ı. Ezhı saámba tah ét'ı chu Góhdlı Ndéh gha k'aodhe ke zhetah káhjene łáhdıı mıllıǫ́ saámba (6.92 mıllıon) nıígııle. Ezhı saámba káhjene azhǫh á ndéh káodénıʔǫ edıhtł'éh kǫ́ę gogha egedéhttth'ı t'áh k'aogedéh (DECs) gots'ę́ at'ı

zhet'áh dene zhatıe xéh eghálagụndá gogha.

Tthot'ıę zhatıe gha saámba nı?edętł'éh sıe, łata?edetł'éh gha gots'ęh k'aodhe gha eghálagíídéh tthot'ıę k'ęę gogendeh nıdé gots'o?endıh gha, t'ahsıı egots'edusháh gha tthot'ıę k'ęę edaotł'éh gha, t'ahsıı edaatł'éh da?edıtséh gots'ęh mek'eh zha?etı gha chu edaatł'éh sıę ts'ę at'ı. Kǫtah chu tthot'ıę zhatıe t'áh t'ahsáagot'ı gha nıdé chu, ezhı saámba ts'ęh ageleh gha dúle. Ndéh gha k'aodéh ke gots'ęh Canada gha yunıe t'ǫh gots'ęh gozhúé k'égendíh gha

kágedá?a (Department of Canadıan Herıtage) sıę chu, edıhtł'éh kǫę gha k'aogedéh (ECE) gots'ę łıé ǫ godlıh mıllıǫ saámba (1.14 mıllıon) nıígııle, met'áh edıhtł'éh kǫę tthot'ıe zhatıe dezǫą ghagonutęh gogha.

Ezhı Canadıan Herıtage ts'ęh saámba ǫt'e tł'a, ndéh gha k'aogedhe ts'ęh eghála?eda káda?a azháǫt'e sıę tł'a ezhı saámba xéh azhıı dágogíılá azhǫh zheghǫh egedetł'éh gha gó?ǫ. Dene zhatıe ts'ęhk'eh dene gogha ek'éte?et'a nane egedéhtth'ı t'áh eghálagenda k'ála á yundah gots'ęh ndéh gha k'aogedéh gots'ęh góhdlı ndéh gha ndéh gha k'aogedéh gosaámba dáóndíh mek'egodhı, dáóndíh meghǫh na?ets'edetł'éh gok'eagenehta. Ezhı gha dene egedéhtth'ı agıı t'e sıę dúyé ezhı saámba xéh azhıı gots'éhtsı gogházundá egenıddhę.

Dene Ơózhíı Dágedıındí

Łıé xaye gots'ęh, gozhatıe náh gogha ek'éte?et'a dené egedéhtth'ı sıę, łǫ líh á dene łáhgedet'e, nane eghála?eda gha ełexéh kágedá?a ghǫh egedıtth'e, xéh chu dágụht'e olí ghǫh chu agóts'edındí. Azhıı de?ǫǫts'ę egedıtth'e jǫ edaatł'éh:

- Gozhatıe ts'áondí gha ?e?a k'é?ǫh anádéhtse gots'ęh nezụ mets'edítth'e gha chu ets'enıdhę
- Dene nathee nágedeńzha ke, k'é?ǫh nágetse gok'ęę á zhatıe ts'ęhk'eh káogendeh gha gó?ǫ, dúh gogha á k'ǫǫ, hıdıh dene zhatıe ts'ę adąndıh gogháts'enda t'áh
- Zhatıe ts'ęhk'eh saámba ǫt'e t'ahsıı ghádé k'é?ǫǫ gogha nezụ meghála?udá
- Edıhtł'éh kǫę t'ahsıı gogháonetęh de?ǫǫts'ę met'áhodé?á ǫt'e, ezhı gha á dúh ét'ı edıhtł'éh gogháogenehtęh dené gogháonutęh, azhí séé gogogháonetęh gha ts'eedụndí, met'áh agot'ı gha gots'uhtsı, gots'ęh dene zhatıe gha t'ahsıı azháǫt'e sıę gogha gots'ó?ohłá
- Edıhtł'éh kǫę azhıı ghádé gogházogenehtęh geedeet'ı mets'áodı gha, góot'ı gots'ęh kǫtah ezhı ts'ęhk'eh eghála?eda gedeet'ı ełets'ągụndí ets'enıdhę
- Gozhatıe azhǫh mek'éodezhǫ nezụ ǫt'e ts'eedı t'áh gondı káts'ele gha gó?ǫ, gots'ęh dene zhatıe, tthot'ıę zhatıe dzah megháts'ęnd le gok'ęę agots'eleh gha gó?ǫ

Yundah Gots'ahtheh

Uútł'íé gok'eagenéhtǫ gots'ęh dene gogedııtth'ǫ gogháádé á gogha ek'éte?et'a dené, azhıı ghádé k'eots'?ah olí gots'ęh dáóndíh lıh gụlıh anagots'ıılá olí gogházıındá. Ndah met'áhodé?á gha sóondı, nane ile gha chu sóondı, Dı azhıı k?ęę k'eots'e?ah gha , odı gots'ę chu naxegha godé?á chu, yundah sáanéht'é sa gots'ę séé ká gots'ę meghǫh gots'ęndeh gha gó?ǫ. Yundah xat'ą́ą́ 2002 ekúh á naxegha sáh nıodędhé t'áh k'é?ǫh meghǫh naots'ęndeh

gha. Dene gogha ek'éteʔet'a ezhı náh egedéhttth'ı agɻt'e síę, azhíı dágots'íɻlá olí, odɻ gots'ę ts'aadéh ts'ęhk'eh ats'eedı ghǫh dene dáʔegenıdhę ghǫh egedıtth'e nıdé máhsı egenıdhę gha.

Azhíı Ghááde Eghálats'enda Gha Gonathé Thela

- zhatıe kádáʔa síę tł'a, kǫ́ę zhagóla odɻnih ezhı zhatıe t'áh ageet'ɻ á gots'éh elɻ á ǫt'e
- Góhdlı ndéh goteh gozhatıe azhǫh ʔeʔa ghááde mek'éodejǫ, dene azhǫh gogha met'áhodéʔá ǫt'e

- Gozhatıe azhǫh k'éodejǫ ǫt'e, mek'éts'ụndíh gogha adezhǫ́h gok'eh dahgóʔǫ t'áh meghálats'ęnda gha góʔǫ
- Mets'ę́ k'aots'edhe, megha saába thela, zhatıe t'áh dene ts'áts'ęndı, séé ehttth'ı gok'ę́ę́ ǫt'e gha góʔǫ
- Gozhatıe goch'á ts'íʔedéh goch'á t'ahsíı łǫ t'áh meghálats'enda t'áhots'edehthı gha chu góʔǫ

Gúlíh Anagots'eleh Gha Nıdé, Dı K'ę́ę́ Olí

1) Dúh dáts'eedı, zhatıe gha ʔeʔa kéleh tah nits'udhah

2) Zhatıe gha ʔeʔa seenaodleh t'áh kadụụndí:
   a) K'aodhe gha eghálagíídéh kágedáʔa, ʔeʔa ghááde k'eoguʔah gha agots'uleh
   b) Ndéh gha k'aogedéh łęh, ɻle nıdé chu, k'aodhe gha egálagíídéh lęh, ʔeʔa ts'ęhk'eh gok'eh dahgóla agots'uleh
   c) Gozhatıe gha kexoʔehndıh dené, azhíı ghálaʔenda gha menıʔedętł'éh, ehndahgots'uchu, ɻle nıdé, k'éʔǫh anágodóotsé t'áh azhíı ghálaʔenda gha góʔǫ anagots'uleh. (dúh ezhı ts'ęhk'eh gok'eagenehta)
   d) Gozhatıe gha ʔeʔa kéleh theʔǫ, edıhtł'éh kǫ́ę gha ʔeʔa theʔo, ełexéh aot'é
   e) Edıhtł'éh kǫ́ę gha ʔeʔa theʔǫ t'áh gozhatıe ghǫh dágoodı k'éʔǫh anádóotse aot'é
   f) Edıhtł'éh kǫ́ę ghááde dene zhatıe gogháoneteh ts'ęhk'eh, ʔeʔa ghááde azhíı goghaehttth'ı thela deʔǫh anádóotse anaot'é

3) ʔeʔa hólɻ ghááde, edıhtł'éh hólɻ chu ghááde, gozhatıe gha ʔeʔa níít'ǫ k'éʔǫh náotse gots'ęh dádı adı hotıé nezụ metsedíitth'e gha chu edaotł'éh

4) Gozhatıe t'áh dene xéh eghálaʔeda gotah nágutse, gots'ęh mets'ęhk'eh dágoʔat'ɻ ghǫh keodezhǫ agogụụthɻ

5) Odɻ gozhatıe ét'ı t'áh agot'ɻ káodénıla sıę, k'éʔǫh anágodéhtse t'áh ndéh gha k'aogedéh kágedáʔah ke goxéh eghálagundá gha agots'uleh, ndéh káodénıʔǫ, ɻle nıdé chu, gǫhdlı ndéh gha gozhatıe ts'ęhk'eh dene deńtth'ɻ got'ą́ąts'ę́ agots'eleh gha dule sóondı

6) Gozhatıe kádáʔa azhǫh gha k'éʔǫh saámba goghágule gots'ęh megha séégódlá ghááde chu saámba gogháozhe

7) T'ahsíę gogéhʔǫ t'ą́ą́ts'ę́ gozhatıe t'áh eghálaʔeda gha gogéhła gogháádé gozhatıe k'éʔǫ́h met'áhodudhı t'áh aguut'ı, gots'ęh gozhatıe ghǫh gogháonutęh t'áh aguut'ı gots'ęh meghǫh keots'edusháh gha k'eʔǫ́h megondı e káozhe t'áh agots'uhʔı

8) Amíı łataʔegehtıh - łataʔegedetł'éh geelı ke, k'éʔǫ́né gogháonutęh, gots'ęh edıhtł'éh keleh egedut'ı gha gogha agots'úuhthı

9) Gozhatıe ts'ęhk'eh odı gots'ę́ gogha godéʔá. séé gonezų meghǫh keots'edıhshǫ gha góʔǫ, edıhtł'éh kǫ́ę́ gogha á k'ǫ́ǫ kagondíh. Gozhatıe egots'edúʔáh gha, gots'ęh dene menáodhe

ghǫh thane aets'enıdhę nıdé, ezhı goghats'enda gha chu góʔǫ sóondı. Metah ét'ı chu met'áh t'ahsíı egots'edííʔáh edıhtł'éh ts'ęhtsı gha góʔǫ chu sóondı, gogháogenetęh dené chu gogházonetęh gha, gots'ęh dágodenéhzú gozhatıe egots'edı̨shǫ keoduzháh gha gogenéhdzáh gha chu dúle sóondı.

10) Dene zhatıe kéleh azháǫ́t'e úútł'íé met'ah ts'ę́ agodąndıh keots'eḍhshǫ ts'eedı gogháádé séé edegháádé dene zhatıe t'ą́ą́h nátse anaodeh gha eghálats'ų́ndá.

Edı meghǫh tłahsą́ądúdí enahthę nıdę, ı́le nıdé chu, gogha ek'éteʔet'a dené gozhatıe náah egedéhtth'ı t'áh eghálagenda ts'ęhk'eh dágeedı olí enahthę nıdé, azhíı ét'ı gonathee met'áhodéʔá níigeenıla, odı ts'ę́ edegha nıogénıʔǫ, ı́le nıdé chu gozhatıe gha ʔeʔa hólı ghǫh góghǫhʔegenda ghǫh t'ahsą́ądúdí enahthę nıdé, Office of the Specıal Commıttee gots'ę́ goahndeh gha dúle, jǫ á agų́ht'e:

Ets'edehłí: 920-6929 Náʔendíh le ets'sedehłı́: 1- 877-920-7265

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SECTION I: INTRODUCTION TO THE REVIEW

> My dad spoke Chipewyan, Slavey, Dogrib, French, and English. He also understood a little bit of Cree. My mother could speak only four different languages – French, English, Chipewyan, and Slavey. My dad knew how to read and write in Chipewyan and he could sing in Chipewyan too.
>
> I speak Chipewyan, Slavey, and English and I understand Dogrib and French. My children speak Chipewyan but their children only speak English. I would like my grandchildren to speak Chipewyan because we always speak Chipewyan at home. (Albert Fabien quoted in Fort Resolution Education Authority (1987). *That's the Way We Lived – An Oral History of the Fort Resolution Elders.* Fort Resolution, NWT: Author, 57.)

The Northwest Territories (NWT) has a long history of language diversity and, from the perspective of languages, is a very complex region of Canada. Even though the NWT might be considered progressive with its language legislation, it faces significant challenges. The most urgent of these challenges for governments and citizens is the ongoing preservation and enhancement of the NWT's indigenous Aboriginal languages in the face of significant multi-generational language loss and the growing dominance of English in all aspects of territorial life. A second challenge for the government is to provide a level of language services to the Aboriginal and francophone communities that meet the legal obligations, and the spirit and intent, of the *Official Languages Act of the NWT (Official Languages Act, R.S.N.W.T. 1988, c.0-1).*

The NWT's first languages legislation was passed in 1984 as an Ordinance of the Legislative Assembly. The original *Official Languages Ordinance* recognized English and French as the official languages of the NWT but also recognized "…Chipewyan, Cree, Dogrib, Loucheux, North Slavey, South Slavey, and Inuktitut…" as "…official aboriginal languages of the Territories." In 1985, the *Official Languages Ordinance* became the *Official Languages Act*, along with other NWT ordinances.

The Legislative Assembly amended the *Official Languages Act* in 1990 to give Cree, Chipewyan, Dogrib, Gwich'in, Inuktitut (including Inuvialuktun and Inuinnaqtun), and Slavey (including North Slavey and South Slavey) "official language" status, along with English and French. The amended Act addressed equal status and rights for all of the official languages within the institutions of the Legislative Assembly and the Government of the Northwest Territories, established certain rights and conditions regarding the use of Aboriginal and French languages with respect to government programs and services, and established the Office of the Languages Commissioner of the NWT.

Throughout the period following the establishment and amendment of the *Official Languages Act*, the GNWT worked with the federal government, Aboriginal governments, and all of the official language communities to identify and meet official language needs, through a wide variety of policy and programming initiatives.

When the *Act* was amended, legislators foresaw the need to evaluate the long-term impact and effectiveness of official languages legislation. Section 29 of the amended *Act* called for a legislative review of the "...provisions and operation of the *Official Languages Act* at the next session following December 31, 2000". This section laid the foundation for the current review process.

To fulfill its legal obligations under Section 29 of the *Act*, the Legislative Assembly established the Special Committee on the Review of the *Official Languages Act* (SCOL) in the spring of 2001. The Assembly also established formal Terms of Reference for the Committee, which mandated the Committee to:

- Review the provisions and operation of the *Official Languages Act*
- Determine whether the objectives of the *Act*, as stated in the preamble, have been met
- Determine whether specific provisions of the *Act* have been effective
- Review the overall implementation of the *Act* by government departments and agencies
- Determine the extent to which the public understands the *Act* and individual language rights
- Evaluate the specific needs of each of the official languages
- Examine the role of the Languages Commissioner
- Review and comment on other relevant language legislation, policies, and programming.

The five-member Special Committee appointed to conduct the review was asked to provide the Legislative Assembly with a progress report in June 2002 and a final report in the spring of 2003.

The Special Committee members have taken this mandate very seriously. Over the past year, the Committee has studied a wide range of language issues, hosted a territorial languages assembly, met with a number of key language stakeholders, reviewed national and international language initiatives, implemented a comprehensive communications plan, undertaken a series of community consultations, held community hearings, and carried out extensive and thorough language research. With the release of this progress report, the Committee wishes to inform the Legislative Assembly and citizens of the NWT of its activities, provide an overview of this information gathered, and identify possible directions for the future.

In the months following the release of this progress report, the Committee will complete its research and consultation activities, host a second territorial languages assembly in the fall of 2002, and prepare a final report on its activities and findings. It will also begin to prepare draft amendments to existing territorial legislation, as required. In the long term, all of this work will contribute to a strengthening of the *Official Languages Act* and ongoing support and maintenance for language diversity throughout the NWT.

SECTION II: THE COMMITTEE'S ACTIVITIES

Mr. Speaker, language is vital for maintaining the cultural diversity and way of life in the north and the Special Committee is committed to ensuring that the spirit and intent of the Official Languages Act addresses the needs of northerners. (Steven Nitah, MLA for Tu Nedhe and Chair of the Special Committee on the Review of the *Official Languages Act*, Statement on the First Territorial Languages Assembly at the 14th Legislative Assembly, 4th Session, Day 11 [October 23, 2001], page 341.)

GETTING ORGANIZED

Following its establishment in the spring of 2001, the Special Committee began its work by hiring staff, setting up an office, and preparing a work plan. Core staff has consisted of a Committee Coordinator and a Manager for Information and Research. Facilitators, researchers, and writers have also been contracted on an as-needed basis throughout the review process. Ongoing assistance has been provided by the Office of the Clerk of the Legislative Assembly.

While carrying out its mandate, the Special Committee was instructed to:

- Respect the right of all official language communities to use their language during the review
- Ensure an open and public review process
- Consult each of the official language communities
- Ensure that elders participate fully in the review process
- Propose amendments to the *Official Languages Act* within the term of the current Assembly.

The Committee's preliminary work plan included:

- Gathering and reviewing all documents relating to NWT language initiatives
- Compiling and conducting a comparative analysis of international, national, provincial and territorial legislation
- Exploring international, national, and territorial language revitalization activities and issues
- Compiling data on the current condition of the NWT's official languages
- Identifying key issue statements for public consultation
- Planning the first territorial languages assembly
- Planning for community consultations and public hearings
- Developing an ongoing communications plan
- Establishing a process of accountability between staff and the Committee.

This preliminary work occurred during the period June to September 2001. By September, the Committee had gathered the background information and developed the framework required to begin a full process of public consultation.

SHARING INFORMATION

The Committee placed a high priority on keeping the public, government departments and agencies, and language communities informed of its activities, so it established and implemented a detailed communications plan. This plan incorporated conventional forms of communication such as newspaper, radio, and television advertising, along with posters, brochures, and a website.

Some of the specific communications activities of the Committee have included:

- Meeting with some of the Deputy Ministers to discuss the review process
- Making a preliminary presentation regarding the review to the Dene National Assembly in July 2001 and a second presentation to the Dene leadership in November 2001
- Meeting with officials from the Department of Canadian Heritage in Ottawa
- Developing and maintaining a website
- Preparing a slide presentation on key language issues
- Contracting local language coordinators to prepare for community visits, ensure a high level of attendance, and assist elders' participation
- Mailing multilingual brochures to all households prior to community visits
- Sending personalized letters of invitation to key language organizations prior to community visits and public hearings along with copies of a summary of the community meetings
- Utilizing local interpreters at community meetings.

The Special Committee is continuing its commitment to an open communications and consultation process by preparing this progress report for official and public review and by hosting a second territorial languages assembly in the fall of 2002.

CONDUCTING RESEARCH

Reviewing Existing Literature

One of the major responsibilities of the Special Committee has been to gather, review, and analyze as much information and documentation as possible regarding language issues relevant to the NWT. By doing so, the Committee hopes to ensure that its final recommendations are consistent with current, proven language theories and practices and build upon the many recommendations that have been made in previous studies and reports.

The literature review focused on the following general topics:

- The value of language and language diversity
- Language loss and revitalization
- Attitudes toward indigenous and minority languages
- Language education
- Linguistic rights, theories, and practices.

In addition to gathering and reviewing international and national documents and reports on these topics, the Committee:

- Reviewed official language legislation in each of the provinces and territories of Canada
- Compiled the various pieces of NWT legislation with language provisions
- Reviewed alternative models of French language service delivery in Canada.

The information gathered from this research has been utilized throughout this progress report and will be described in more detail in the final report.

Attending the Roundtable on Language and Governance

Three members of the Special Committee attended the Roundtable on Language and Governance in Wales in November 2001, accompanied by the Committee Coordinator and the Clerk of the Legislative Assembly. During the visit, the members were able to:

- Examine the impact of language governance initiatives
- Visit schools and non-profit organizations involved with languages
- Meet with staff of the Welsh Language Board to discuss shared language issues and learn about successful initiatives.

The Roundtable brought together participants from Wales, Scotland, England, Northern Ireland and the Republic of Ireland, as well as Canada, for discussions on indigenous languages, their status, and the scope and success of various language revitalization initiatives. Committee members also had the opportunity to compare legislative and institutional frameworks and to assess language policies and programs in other jurisdictions. Members were particularly interested in the structure and operation of the Welsh Language Board.

Gathering Information on GNWT Services

The Special Committee developed two questionnaires that are being used to gather information on the policies and practices of GNWT departments relating to language programs and services. The first questionnaire has been developed specifically for the Department of Education, Culture and Employment (ECE). This Department is responsible for implementing programs and services in the official languages and providing for official language instruction in the NWT school system. This questionnaire focused on the following topics:

- The role of the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT (the Cooperation Agreement) in supporting official language initiatives
- Implementation of the *Official Languages Policy* and *Official Languages Guidelines Manual*
- Coordination of official language services throughout the GNWT
- Training and certification of interpreter-translators

- The role of literacy programming and language promotion
- Information and statistics regarding Aboriginal language programming in the schools.

The second questionnaire was developed for all GNWT departments and the boards and agencies listed in Schedule 1 of the *Official Languages Policy* of the GNWT (1998). It was designed to gather the following types of information:

- The amount and distribution of language service funding
- Language service staffing
- Record keeping regarding the demand for and provision of language services
- Production of official language materials
- Departmental language policies and implementation plans
- Contact with the Office of the Languages Commissioner
- The effectiveness of the provisions of the *Official Languages Act*.

The information from these questionnaires is currently being analyzed and is being used to guide discussions with key departmental representatives.

Studying the Office of the Languages Commissioner

The Special Committee has commissioned an independent study of the Office of the Languages Commissioner. The terms of reference for this study are as follows:

- Analyze the reports and recommendations submitted to the Legislative Assembly by all the Languages Commissioners since 1992 and comment on the effect of the reports in relation to the provisions for language services set out in the *Act*
- Analyze the past and current operations of the office, including all financial, administrative and managerial activities
- Analyze the nature of the complaints and inquiries received since 1992 with comments on the effectiveness of the complaint, investigation, and resolution process
- Compare other legislation related to linguistic ombudsman or similar positions in Canada and around the world
- Conduct interviews with the current Languages Commissioner of the NWT and the two former Languages Commissioners
- Submit options for possible changes to the provisions related to the Office of the Languages Commissioner of the NWT in the *Official Languages Act* of the NWT, or on other issues related to increasing the effectiveness of the *Act*.

This study is scheduled to be completed by July 2002.

Studying Aboriginal Language Teaching and Learning

The Special Committee has commissioned an independent study of Aboriginal languages instruction and enhancement within the education system. This study will include:

- A review and report on activities in Aboriginal languages teaching from 1990 to the present
- A review and report on legislation, policy, and practices within the overall education system as it relates to Aboriginal languages maintenance, development, and enhancement
- An assessment of policy implementation and effectiveness
- The development of options for legislative or policy change.

This study is scheduled to be completed by late August 2002.

Respecting Aboriginal Governance

The Special Committee is currently reviewing Aboriginal governance issues relating to culture and language. Specifically, the Committee wants to determine whether the current GNWT-Language Community Agreements are conducive to effective coordination, governance, and accountability with respect to language revitalization activities and the extent to which pending self-government agreements may affect and interact with official language legislation and initiatives. This work will continue throughout the summer and fall of 2002.

ENCOURAGING AND FACILITATING PUBLIC INPUT

(See Appendix B for the Schedule of Public Consultations)

> The Dene Nation is committed to promoting and preserving our aboriginal languages. We believe that this review is timely in order to explore ways in which we can collaborate and enhance our collective efforts to protect our languages. (Bill Erasmus, Grand Chief of the Dene Nation in a Letter of November 16, 2002, to Steven Nitah, Chair, Special Committee on the Review of the *Official Languages Act*).

Hosting the Territorial Languages Assembly

In October 2001, approximately sixty people from nine language communities attended a one-day meeting in Yellowknife to meet the Special Committee and provide input into the Committee's activities. Three delegates were chosen by each of the official language communities. The Advisory Committee for the Office of the Languages Commissioner was also represented.

During this meeting, presentations were made regarding:

- Language rights under the *Official Languages Act*
- The condition of the NWT languages
- GNWT language services
- Language revitalization practices in other jurisdictions
- An overview of the consultation process.

The Committee asked for preliminary comments and advice from the delegates regarding the identification of key language issues, the proposed consultation methods, and the communications plan. Based on the results of this meeting, the Special Committee modified its formal presentation, adjusted its communications plan, and confirmed its objective of traveling to at least two communities (one large and one small) in each language region.

Coordinating Community Meetings

A cornerstone of the consultation process was a series of community meetings. The Special Committee has made an effort to visit two communities in each of the Aboriginal language regions. These meetings took place over the period October 2001 through June 2002. During this period, the following communities were visited:

Délı̨ne	Fort Simpson	K'átł'odeeche
Fort Good Hope	Fort Smith	Tsiigehtchic
Fort McPherson	Hay River	Tuktoyaktuk
Fort Providence	Holman	Wha Ti
Fort Resolution	Inuvik	Yellowknife

Other community visits may be scheduled, as needed. In total, approximately 300 people, including about 85 elders, attended meetings in the communities visited. As well as hosting these community meetings, Committee members and staff visited a number of schools, day-care centres, and cultural centres to get a better sense of the type and nature of language activities currently taking place throughout the NWT.

Holding Public Hearings

Formal public hearings regarding the *Official Languages Act* were held at the Legislative Assembly in Yellowknife on March 26th and 27th, 2002. Prior to these hearings, letters had been sent out to a wide range of agencies with an interest in languages, inviting them to appear before the committee. At these hearings, presentations were made by the following individuals and organizational representatives:

- Sabet Biscaye, Executive Director of the Native Communications Society of the Northwest Territories
- Fibbie Tatti, Languages Commissioner of the NWT
- Fernand Denault, President of La Fédération Franco-TéNOise

- Gerald Antoine, representing the Deh Cho First Nation
- Michel Lefebvre, representing the Association Franco-Culturelle de Yellowknife
- Dr. Dyane Adam, Languages Commissioner of Canada (via video conference)
- The Honourable Nick Sibbeston, Senator
- Sabet Biscaye, Language Coordinator for the Akaitcho Territory Government
- Betty Harnum, former Languages Commissioner of the NWT (1992-1996)
- Judi Tutcho, former Languages Commissioner of the NWT (1996-2000)
- Katherine Peterson, President of the NWT Literacy Council.

Several written submissions were received by the Special Committee in lieu of presentations at the public hearings. To date, submissions have been received from:

- The Honourable Justice J.E. Richard, Senior Judge, Supreme Court of the NWT
- The South Slave Metis Tribal Council
- The Fédération des communautés francophones et acadienne du Canada (FCFA).

SECTION III: LANGUAGE REVITALIZATION

In order to better understand its mandate, the Special Committee reviewed literature relating to language loss and language revitalization throughout the world. This research reaffirmed the value of our official languages and the importance of taking active steps to preserve and revitalize our declining languages.

VALUING LANGUAGE AND CULTURE

> My first language is my mother tongue, Tłı̨chǫ Yatıì, the Dogrib language. I have always spoken this language since I first learned to speak. Because of being fluent in my language I know my identity as a Dene person and I know and understand my ancestors' culture and traditions. (Rosa Mantla quoted in Crosscurrent Associates, 1999. *Languages of the Land.* Yellowknife, NWT: NWT Literacy Council, 6.)

> Within the larger world arena we all know that biological diversity is essential to the health of the planet. Is it possible that cultural and linguistic diversity also have an important role to play on a global scale? (Inuvialuit Cultural Resource Centre, 1999. *Inuvialuit Language Plan.* Inuvik, NWT: Author, 2.)

Language is at the heart of one's cultural and personal identity. Joshua Fishman (1996), a renowned linguist, has summed up the relationship between language and culture by saying that "...A language long associated with the culture is best able to express most easily, most exactly, most richly, with more appropriate overtones, the concerns, artifacts, values, and interests of that culture." (p.2)

This assertion has been echoed in all of the NWT studies and reports on Aboriginal languages over the past twenty years and is shared by people throughout the world who are working to preserve and revitalize their respective ancestral languages. The *Official Languages Act* clearly expresses this important relationship between language and culture in its preamble: "Believing that the legal protection of languages will assist in preserving the culture of the people as expressed through their language..."

This close relationship between language and culture might be described as being symbiotic (mutually dependent and life giving). From this perspective, if a language's fundamental value is its ability to express the characteristics and qualities of a particular culture, then a particular language can only be valued to the extent that the culture itself is valued. For example, if maintaining an intimate and essentially spiritual relationship with the land loses its value, then the language that is best able to describe this relationship will likely also lose its value. On the other hand, if we lose a language that has developed, over thousands of years, the capacity to describe an essential relationship that people have established with the land, then the ability to fully articulate and appreciate that cultural perspective may also be lost.

We may also take the view that losing indigenous languages and cultures affects all people, not just the members of a specific language / cultural community. Language and cultural diversity provides us all with the opportunity to view the world from different perspectives, and therefore, perhaps, gain a deeper understanding of the complexity, dynamics, richness, and wonder of the world.

As noted in the *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'-- The Gwich'in Language Plan*: "The revitalization of Dinjii Zhu' Ginjik will maintain the link between those alive today and the knowledge of their ancestors. It will also allow the Gwich'in to maintain [and, one might add, share] their unique identity within Canadian Society and within the emerging global culture." (Gwich'in Tribal Council, 1999, p.2)

MAINTAINING THE FUNCTIONAL VALUE OF LANGUAGES

> Everything I see here is in English, only this one brochure is Dene. English is like a big river, and the Dene language is trying to swim in that river – and there is a falls, but the current is strong and we can't swim against the current. (Roy Fabian, [paraphrased] SCOL community meeting at the K'átł'odeeche Dene Reserve, December 11, 2001.)

> One of the most important challenges facing the language revitalization effort is creating situations where Gwich'in will be used. English currently dominates almost all aspects of family and community life.
> (Gwich'in Tribal Council (1999). *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'-The Gwich'in Language Plan*. Tsiigehtchic, NWT: Author, 4.)

In the NWT, as is the case in many other jurisdictions, the inherent cultural value of preserving indigenous and minority languages, and therefore language diversity, is generally accepted, and forms the basis for language legislation. However, we must also ensure that we raise the functional value of languages within our overall social environment.

Functional value relates to how we encourage and support the use of a language on a day-to-day basis in all of our social activities – home, school, community, and workplace. As Fishman (2001) points out, we need to be continually aware of the "…changes in the number and kinds of social functions for which particular languages are utilized…" (p. 1) When we consciously or unconsciously avoid using a language in a particular social function, we effectively devalue that language. This point applies equally to parents who stop using an ancestral language at home, to schools that offer very limited Aboriginal language programming, or to agencies that do not make a significant effort to integrate indigenous language services into the workplace. Unfortunately, integrating an indigenous or minority language into a wide range of social functions is not an easy task where there is significant pressure from a more dominant language. The relative functional value given to the official languages of the NWT becomes evident when we

assess the extent to which the Aboriginal and French languages are utilized in a variety of social situations compared with English. English has clearly achieved functional superiority in a wide array of social, economic, and technological situations.

Although fully utilizing an indigenous or minority language might not be possible in all social situations and sharing functions with another language may be necessary, raising the functional value of all of the official languages of the NWT, particularly within language regions, is a fundamental challenge of individuals, families, communities, and governments.

LANGUAGE SHIFT AND LANGUAGE REVITALIZATION

> According to surveys taken on Aboriginal language comprehension and usage in our schools, there is a definite decline in the number of children speaking our language. It is therefore an urgency to maintain and revitalize our language in the homes, the schools, and in our communities. (Mary Seimens quoted in Crosscurrent Associates (1999). *Languages of the Land.* Yellowknife, NWT: NWT Literacy Council, 7.)

> English is too dominant and it tends to pull most of the power away from Dene people so we want the Dene language to dominate in our community. (Crosscurrent Associates (2000). *Sahtú Kǫ́ Káyúrı́ı́la Denewá Kədə́ Dágúzǫ́ Gogha Ɂeratł'é -- Sahtu Region Dene Language Planning Report.* Deline, NWT: Sahtu Secretariat Incorporated, 31.)

"Language shift" generally refers to an increase or decrease in the use of a language and the number of speakers within a given population. For example, if elders speak their traditional language, but their grandchildren speak only English, then language shift has occurred. "Reversing language shift" (RLS) generally means planning and implementing strategies and actions that lead to an increase in the use of a declining language and an increase in the number of speakers in a given geographic area. The term "language revitalization" can also be used to refer to RLS and will be used throughout this report. (Fishman, 1991)

A factor that often contributes to language shift is the domination of one language group over the economic, social, and governance systems within a particular geographic area. During this review, community members often spoke about the domination of the English language, and Euro-Western culture, over Aboriginal culture and language in the NWT. Other shift factors can include forced change (such as being punished for speaking one's language), inter-cultural marriage (where one partner adopts the other's language), and relocation (significant movements in population, often from rural to urban settings).

In North America, there are an estimated 187 Aboriginal languages, of which 50 are used in Canada. Up to 80% of these languages are not being learned by children, representing

a huge shift in Aboriginal language use. These statistics are similar for indigenous peoples in many other countries of the world.

Language communities have taken different approaches to assessing language shift. For example, the Assembly of First Nations conducted a detailed survey of language use among Indian bands across Canada using questionnaires. (Assembly of First Nations, 1990) Researchers in Saskatchewan and the Yukon have carried out thorough socio-linguistic studies among groups of Aboriginal speakers. In the NWT, the Deh Cho First Nations developed a circular assessment chart which has been used over the past few years to do thorough reviews of language shift in each of the Deh Cho communities. Most of the other language communities in the NWT have utilized government statistics, along with their own internal assessments, to determine the degree of language shift within their respective communities.

Once significant language shift has been identified, and the factors for this shift are reasonably well understood, the next step for language communities generally involves comprehensive language planning and the ongoing implementation and evaluation of language preservation and revitalization initiatives (Blair, 1997). In the NWT, each of the Aboriginal language communities has completed a multi-year language plan and is in the process of implementing this plan. The francophone community has carried out its own planning process - *Planification quinquennale 1999-2004*. (Fédération Franco-TéNoise, 1999). The GNWT and the Federal Government have prepared Aboriginal and French language action plans as a component of the Canada-NWT Cooperation Agreements and has also recently prepared a formal Aboriginal languages strategy - *Revitalizing, Enhancing, and Promoting Aboriginal Languages* (Education, Culture and Employment, 2001) - to guide its activities.

Language planning in the NWT is complicated by the fact that there are eleven official languages, along with different dialects within each of the Aboriginal languages. The Committee has become aware that language planning must focus, as a priority, on finding ways to encourage and support the intergenerational teaching and learning of the language in the home. As Joshua Fishman (1996) says "Do not start too far away from things that have to do with home, family, and community on an intergenerational basis."

The Committee has also concluded that intergenerational transmission is more likely to occur in situations where both the inherent cultural and functional value of a language are acknowledged and promoted at all levels of the surrounding society, particularly where a language and culture have been dominated or devalued in the past, as is the case with the many Aboriginal languages in North America, including the NWT.

In effect, for effective language revitalization to occur, we have to create a safe, encouraging, and supportive social environment in which a threatened language can survive, regenerate, and become self-sustaining through intergenerational transmission in the home and surrounding community. Creation of this type of supportive environment is inherently a shared responsibility. The Special Committee recognizes that there are many things that the GNWT can do, but individuals, families, communities, and many other agencies must also play key roles.

LEARNING FROM OTHER JURISDICTIONS

The Special Committee wanted to learn from the experiences of others, so it studied the language revitalization initiatives taken in the following countries:

- New Zealand, for the Maori language
- The United States, for the Hawaiian and Navajo languages
- Wales (the United Kingdom), for the Welsh language
- Norway, Sweden, Russia, and Finland, for the Sami language.

This comparative study showed a number of similarities in the status and condition of the minority languages. It also revealed what appeared to be some common and promising language revitalization practices, including:

- Legislation to recognize and strengthen language rights
- Legislation to provide for government services, court services, and education in the language
- Legislation to create "arm's-length" commissions and/or language institutes
- Support for language standardization and modernization
- Promotion of the language in the media and through entertainment
- Strong marketing to change attitudes about the minority language
- A focus on pre-school-aged children and their mothers, often using language nests or other forms of intervention
- Emphasis on community-run programs
- Language instruction in schools and proper training of language instructors.

Promising language revitalization initiatives also appeared to include:

- Strong family and community support
- Proactive lobby groups
- Positive attitudes about the language and culture
- Volunteerism.

Overall, the Special Committee's review of the experiences in other jurisdictions indicates that language revitalization is not an easy task, but can be accomplished under the right circumstances, particularly when planned and implemented in a systematic and coordinated fashion and with full respect paid to both the inherent cultural and the functional value of a threatened language within a broad social context.

SECTION IV: LANGUAGES OF THE NWT

One of the most important activities of the Special Committee was learning more about the history of the official languages of the NWT, their current condition, and plans for their revival. A brief overview of these topics is provided below; these topics will be addressed in more depth in the final report.

ACKNOWLEDGING THE ABORIGINAL EXPERIENCE

> The strains on the traditional way of life were exacerbated by a campaign by the Government of Canada and the churches to destroy [the Gwich'in] culture through the residential school system. The pressures on the Gwich'in to assimilate and abandon their unique identity were enormous; and no where was this pressure felt more than in the area of language. (Gwich'in Tribal Council (1999). Dinjii Zhuh Ginjik Hatr'agoodinjih Sro'-*The Gwich'in Language Plan*, Tsiigehtchic, NWT: Author, 1.)

> I met a woman whose father died and mother died a couple of months ago. She went to Providence for residential school. When they spoke their language they were put in a small room - they were isolated. There should be an apology for losing their language, or some kind of recognition. It has had an impact on people. Maybe it will speed up the process of their healing if you recognize this loss. (Elizabeth Hardisty, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort Simpson, May 15, 2002.)

The Canadian government and agencies working on its behalf maintained a formal policy of assimilation toward Aboriginal people up until the early 1970s (Tschanz, 1980). Aboriginal cultures and languages were considered impediments to success in the emerging Western industrial economy. But the pressure to adopt a Euro-Canadian lifestyle was less severe in many parts of northern Canada due to the continued dominance of the fur trade and the need to have people working the land. In some areas of the north, however, even with the fur trade, churches spoke strongly against and even restricted some traditional cultural ceremonies and practices, along with the use of the ancestral languages.

In the 1940s and 1950s, as the pace of development in the north expanded rapidly, the government began to make a concerted effort to move people into settlements throughout the NWT, often coercing parents to send their children to residential schools or federal day schools, and encouraging people to make a transition to a wage economy. The language of work, education, and governance increasingly became English.

Following the release of the *Statement of the Government of Canada on Indian Policy*, 1969 (the White Paper), Aboriginal people across Canada joined together to strongly

oppose the federal policy of assimilation. In response to the White Paper, the Indian Brotherhood of Canada (now the Assembly of First Nations) published a seminal document in 1974 entitled *Indian Education for Indian People*, asserting the right to culture- and language-based education for Indian people. The document's recommendations led to the subsequent establishment of Indian-controlled schools on many reserves in Canada and a general shift in government policy toward greater support for Aboriginal culture and language.

This shift in attitude toward Aboriginal culture and language was reflected in the NWT during the 1970s, when greater effort was made to incorporate culture and language into the school system and workings of government.

Collective action with respect to language and cultural rights has been complicated by the fact that provincial and territorial boundaries established in Western Canada did not respect traditional Aboriginal nations, so traditional language and cultural communities now fall under different jurisdictions.

ACKNOWLEDGING THE FRANCOPHONE EXPERIENCE

> French Canadians have contributed greatly to the development of Northwest Territories since 1786. They have been born here, they have worked here, they have dreamed here, and they have died here. Rarely have they chosen to give up their culture, to deprive their children of their ancestral heritage, and to deliberately exclude French from their everyday life. (Fédération Franco-TéNOise transcribed in Legislative Assembly of the Northwest Territories, Special Committee on the Review of the *Official Languages Act*, Public Hearing, March 26, 2002, p. 31.)

The North-West Territories was formally established in 1870 through the Manitoba Act and included what are now Saskatchewan, Alberta, Yukon, NWT, and Nunavut. It was initially governed by an eighteen member council and French appears to have been an active working language of the council.

In 1875, the federal North-West Territories Act created a territorial legislature, which published all of its ordinances in both English and French up until 1892. In 1890, an amendment to the North-West Territories Act gave the legislature the power to make laws concerning the languages of the legislature, but also preserved French as an official language of the courts. In 1892, the legislature declared English to be the only official language of the assembly (Mathieu, 1999).

Although French continued to be an active language in the NWT due to the influence of the Catholic Church and the fur trade and steps were taken in the 1970s to increase French language services, French was not formally acknowledged as an official language in the NWT again until the *Official Languages Ordinance* of 1984.

REVIEWING RECENT LANGUAGE HISTORY

The federal Department of Indian and Northern Affairs transferred responsibility over education to the Government of the Northwest Territories in 1969. During this year, the federal government also passed the *Official Languages Act* of Canada, which strengthened French and English language minority rights across Canada.
During the 1970s, the GNWT began to take steps to increase the use of the Aboriginal languages in the schools and in the Legislative Assembly. For example, the government published a curriculum guide that recommended giving Aboriginal languages precedence in the early grades and subsequently, through the *Education Ordinance* (1976), gave Local Education Committees the authority to choose the language of instruction from kindergarten to grade two. The Department of Education established a language division to produce materials and support Aboriginal language instruction. The government also established the Interpreter Corps, primarily to provide interpreter-translator services in the Legislative Assembly.

As a result of the passing of the *Official Languages Act* of Canada, the federal government began to provide the GNWT with funding to deliver French language instruction in NWT schools through the Canada-NWT Language Agreement on Minority Education and Second Language Instruction (1974 –1979).

The passage of the *Constitution Act* (1982) and the *Official Languages Ordinance* of the NWT (1984) resulted in federal funding for French language services and for Aboriginal language enhancement initiatives, through the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT. The GNWT also began to increase its own funding for Aboriginal languages. Aboriginal language teaching and learning centres were established, resource materials were developed, and a standard writing system was adopted. French translation and Aboriginal interpreter-translator services were expanded during the 1980s, through the GNWT's Language Bureau.

The *Official Languages Ordinance* became the *Official Languages Act* in 1985 (along with all territorial ordinances) as a result of an amendment to the *Interpretation Act*.

In 1990, amendments to the *Official Languages Act* of the NWT accorded official status to Cree, Chipewyan, Dogrib, Gwich'in, Inuktitut, Inuvialuktun, Inuinnaqtun, North Slavey, and South Slavey, along with French and English. The amendments also established the Office of the Languages Commissioner with the mandate to monitor governmental compliance with the *Act*.

During the 1990s, a wide range of language initiatives was undertaken. Considerable attention was paid to promoting Aboriginal language literacy, training interpreter-translators, developing new terminology, enhancing culture-based education, and training Aboriginal teachers and language instructors. Government departments continued to provide French language services in the main centres. Much of this activity was funded through the Canada-NWT Cooperation Agreement, which continued to provide French and Aboriginal language funding to the GNWT. By 1998, government policy and

guidelines were established to clarify the procedures for implementing the *Official Languages Act*.

Major policy and program changes occurred in 1997: the Language Bureau was disbanded; interpretation and translation funding was dispersed to individual departments; and a process for transferring program funding to official Aboriginal language communities was initiated, based on language plans developed at the regional level.

At the present time, the GNWT continues to provide funding to Aboriginal language communities, provides French and Aboriginal language services, funds school programs, and supports a variety of language development activities at the community, regional, and territorial levels.

ASSESSING THE CONDITION OF THE NWT'S OFFICIAL LANGUAGES

> Elders are frustrated that they cannot communicate with youth in the Chipewyan language. (Akaitcho Territory Government (2000). *Strategic Plan for Dëne Sųłiné Yatı*. Fort Resolution, NWT: Author, 11.)

> There is no question that Cree language use in the Northwest Territories is in serious decline…an entire generation of non-speakers is being raised. (Crosscurrent Associates (1999) *Cree Language Plan for the Northwest Territories*. Fort Smith, NWT: South Slave Metis Tribal Council, 22.)

> Other work we need to think about is the fluency – how do we check to see if a person is talking the correct Dene? In our survey, we said there was an Elders' level, traditional level (those spending time in the bush), and community level – or conversational level. There is also the beginner – or child – level. (Joachim Bonnetrouge, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort Providence, December 12, 2001.)

Statistics relating to the use of languages in the NWT have only been gathered for approximately the past twenty years. Therefore, early trends relating to language shift are difficult to establish. However, existing statistics do provide a reasonable picture of the degree of language shift that has been occurring over the past few decades, and, for most of the Aboriginal languages, this shift has been very significant.

For the purposes of this report, the following figures have been prepared to provide an overview of the current condition of the NWT's official languages. These figures provide a general overview of language shift only; more detailed information will be presented in the final report. As well, further research would have to be done to get a more accurate picture of the extent and dynamics of language shift in each of the language communities.

Assessing the Aboriginal Languages

Figure 1 below is based on data from the 1996 Canada Census and 1998 population data of the GNWT. This figure shows three things:

- The total number of people who identified themselves with a particular Aboriginal language community
- The number of people from this cultural community who learned their traditional language as their first language or "mother tongue"
- The number of people who currently use their mother tongue as their home language (the primary language spoken in the home).

From Figure 1, we can see that many Aboriginal people have not learned their traditional language as their first language or mother tongue. This particular data may reflect a historic shift from the Aboriginal languages to English. We can also see that many of those people who did learn their language as their mother tongue are not using it as their home language, meaning that these languages are not being transmitted to younger generations within families, which is the natural means of language transmission. This data indicates that significant language shift is taking place within one generation. We can also see the relative population size of the official Aboriginal language communities.

Figure 1: Aboriginal Language Shift (Source: SCOL)

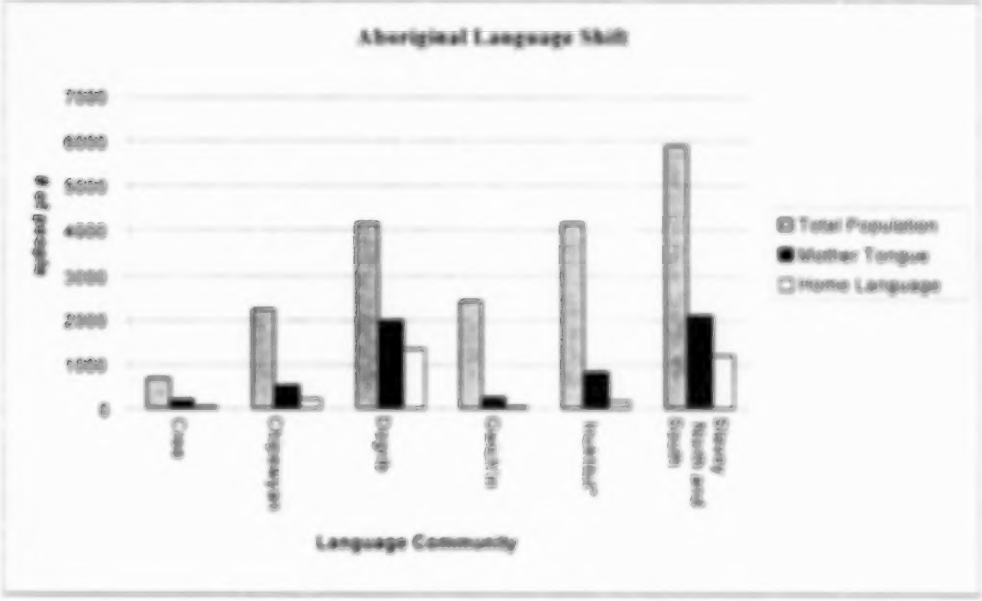


Figure 2 shows the percentage of people within each NWT community that speak an Aboriginal language. From this figure, we can see that the Dogrib communities, Délįne, and a few other remote communities have a high percentage of Aboriginal language speakers while the Gwich'in and Inuvialuit communities, as well as the larger towns, have a relatively low percentage of Aboriginal language speakers.

Figure 2: Comparison of Communities (Source: NWT Bureau of Statistics)

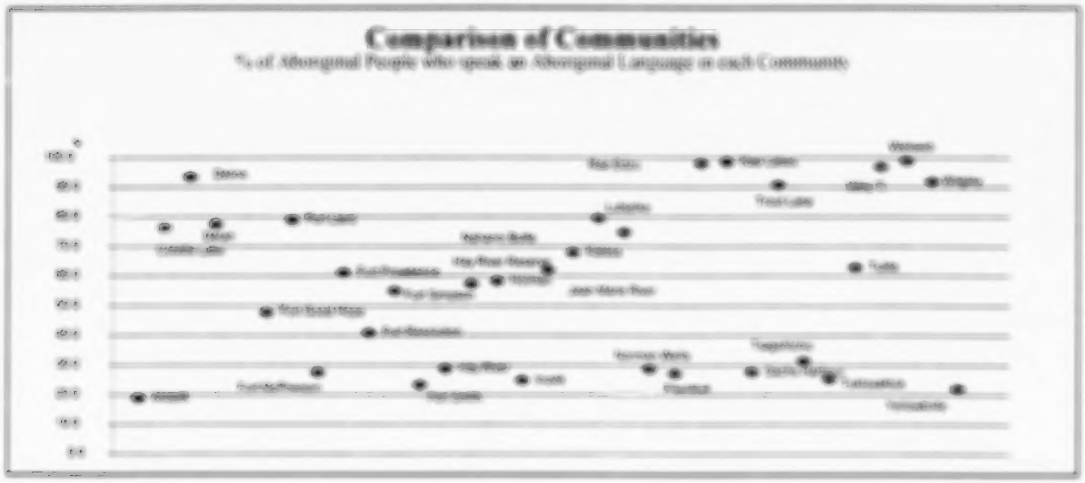
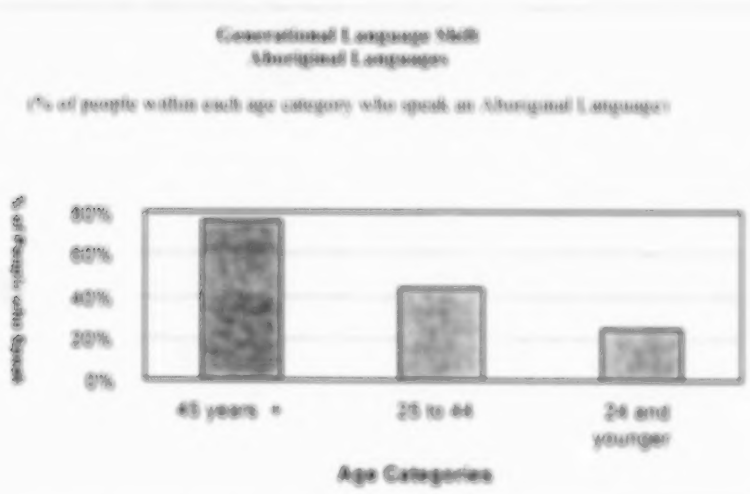


Figure 3 below shows the percentage of Aboriginal language speakers in the NWT by age category. This figure clearly illustrates that the rate of language use is declining among the younger generations (although this rate of decline does vary among the language communities).

Figure 3: Generational Language Shift for the Aboriginal Languages (Source: SCOL)



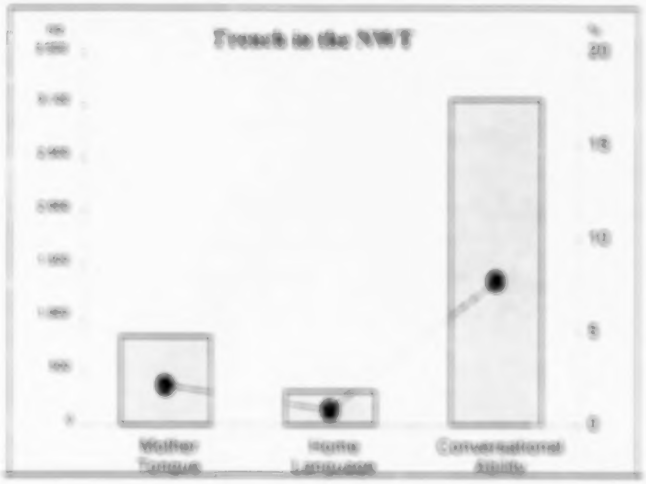
It is important to recognize that these statistics do not show the level of language fluency of each age group. For example, in a community language survey carried out by the Deh Cho First Nations, it became apparent that younger generations, even though they claimed to speak South Slavey, had a much lower fluency level than the elders (Deh Cho First Nations, 2000). This fluency issue does not detract from the significance of the statistics, but means that the statistics may not be showing the full extent of the language decline that is occurring.

The overall decline in Aboriginal language use is significant, because the NWT is the only homeland for the North Slavey and Dogrib languages and one of few homelands in the world for the other official Aboriginal languages.

Assessing the French Language

French is the "mother tongue" of about 900 territorial residents but is the primary "home language" for about 350 residents. One way of determining the viability of the language is by comparing the number of people who currently use French as a home language to those who learned it as a mother tongue. At 39%, the home language/mother tongue ratio indicates that French language use is declining among francophones in the NWT.

Figure 4: French in the NWT (source: NWT Bureau of Statistics)



However, in the larger NWT population, over 3,000 residents speak French well enough to carry on a conversation. The non-francophones who speak French would have learned the language outside of the home - possibly in school (through French second language programming), university, the workplace, or through independent study. As well, from a national and international viewpoint, French is still a strong language, with approximately 6.6 million mother-tongue speakers in Canada and 105 million speakers worldwide.

English in the NWT

English is the only language in the NWT where use is increasing rather than decreasing. According to the 1996 Canada Census, the home language to mother tongue ratio for English is 122% (source: NWT Bureau of Statistics), which means that many people who learned another language as their mother tongue are now using English as their home language. As well, English is the home language to approximately 34,000 NWT residents out of a total population of approximately 40,000, which clearly indicates how dominant the English language has become in the NWT.

LOOKING TO THE FUTURE

Planning for Aboriginal Language Revitalization

> Aboriginal people in the Northwest Territories want to be able to use their languages on an everyday basis. They want their languages to be spoken in the home and in the community; they want their languages to be taught in their schools; and they want government programs and services to be accessible in their languages. (Department of Education, Culture and Employment. 2001. *Revitalizing, Enhancing, and Promoting Aboriginal Languages: Strategies for Supporting Aboriginal Languages*. Yellowknife, NWT: Author, 1.)

In July 1997, the GNWT disbanded the Language Bureau, privatized Aboriginal language services, and dispersed interpreter-translator funding to GNWT departments, boards, and agencies. The same year, responsibility for administering the Canada-NWT Cooperation Agreement and coordinating the implementation of official language services was transferred from the Official Languages Unit in the Department of the Executive to the Department of Education, Culture and Employment (ECE). In 1998, ECE was given responsibility for implementing the *Official Languages Policy* of the GNWT.

During the following year, based on a number of recommendations in previous studies, ECE began a process of allocating language funding, through contribution agreements, to each of the official Aboriginal language communities. As a first step in transferring these funds, each of the Aboriginal language communities was funded to prepare a comprehensive five-year language plan.

The tribal councils for each of the main claimant groups were asked to be the lead agencies for the language communities. In the case of the South Slave area, the Akaitcho Territory Government was asked to act on behalf of the Chipewyan language community, while the South Slave Metis Tribal Council was asked to represent Cree speakers.

Over the next two years, language plans were prepared for each of the Aboriginal language communities. Each plan provided background information on language shift, attitudes toward language, and current language initiatives. Each plan also identified a

vision for language revitalization, along with some primary goals and objectives for the next few years. These plans have provided the framework for the annual allocation of a portion of the Cooperation Agreement funds to each language community. For the past two to three years, each language community has been actively implementing its plan.

The vision and goal statements developed by the respective Aboriginal language communities as a component of their five-year language plans are paraphrased below.

Chipewyan

Vision: A bilingual homeland in the Akaitcho Territory.

Primary Goals:

- Preserve the language as the elders speak it
- Promote greater awareness of the value of the language, particularly among the younger generations
- Revive the language at all levels of community life, with a focus on families
- Overcome the barriers to language revitalization (attitudes and lack of resources) by utilizing the strength of the elders, the commitment of individuals, and the traditional land base.

(Akaitcho Territory Government, 2000. *Strategic Plan for Dëne Sųłıné Yatı.* Fort Resolution, NWT: Author.)

Cree

Vision: Cree people will have the ongoing opportunity to learn and speak their language at home, in the community, and in the school system. Many Cree cultural activities will take place in the community and on the land. The Cree language will be the main language used to practice and express Cree culture.

Primary Goals:

- Encourage individuals to make a personal commitment to the language
- Secure government commitment to the language
- Connect all language activities to the school
- Produce Cree language materials (particularly Bush Cree)
- Raise consciousness about the value of the language.

(Crosscurrent Associates, 1999. *Cree Language Plan for the Northwest Territories.* Fort Smith: South Slave Metis Tribal Council)

Dogrib

Vision: Stabilize, develop, and revitalize the Dogrib language. Increase public knowledge and awareness concerning the importance and value of using Dogrib.

Primary Goals:

- Promote the use of Dogrib at home, in public places, at work, and throughout our communities
- Collect and preserve cultural and linguistic materials
- Develop and implement language and cultural programs at the primary, secondary, adult education, and post-secondary levels
- Train language workers
- Provide interpreter-translator services.

(Dogrib Community Services Board, 1999. *Proposed Language Plan for the Dogrib Communities*. Rae-Edzo, NWT: Author)

Gwich'in

Vision: "...to revitalize the Gwich'in language in the communities of the Mackenzie Delta."

Primary Goals:

- Establish an office to lead the entire language revitalization effort
- Establish regional policies to support revitalization
- Develop the capacity to provide professional interpreter-translation services
- Research and document all aspects of the traditional Gwich'in language
- Develop appropriate Gwich'in terminology for contemporary life
- Coordinate all Gwich'in language programming, including school programming, through a single language office
- Develop curriculum, prepare resources, train certified language professionals
- Coordinate a wide range of community-based language programming
- Promote Gwich'in through a wide variety of media.

(Gwich'in Tribal Council,1999. *Dinjii Zhuh Ginjik Hatr'agoodinjih Sro': Revised Draft*. Tsiigehtchic, NWT: Author)

Inuvialuktun and Inuinnaqtun

Vision: Create the environment necessary to maintain language revitalization.

Primary Goals:

- Leaders must represent language interests through policy development and role modeling
- The federal and territorial governments must develop flexible funding arrangements to support a coordinated approach to revitalization
- The Beaufort-Delta Divisional Education Council must make a concerted effort to support language programming, through curriculum development, greater support for language teachers, and cultural awareness training for all staff
- The Inuvialuit Cultural Centre, supported by the Inuvialuit Regional Corporation, will play a lead role in changing attitudes toward the language, supporting community-based language initiatives, building language skills and capacities, and preserving language and cultural knowledge.

(Inuvialuit Regional Corporation,1999. *Inuvialuit Language Plan, Draft Version.* Inuvik, NWT: Author)

North Slavey

Vision: Land claim and self-government agreements will give Dene people in the Sahtu region the authority and resources required to maintain and strengthen their traditional language and culture. The Dene language will be spoken by all ages and will be the predominant language at home, at school, in government, for business, and in all social activities. The language, skills, traditions, ceremonies, beliefs, stories, and traditional lifestyle of the Dene will be passed on to future generations throughout the Sahtu region.

Primary Goals:

- Ensure that the structure and terminology of the language is documented and that the traditional stories and teachings are also documented
- Ensure that the skills, knowledge, ceremonies, values, and beliefs embedded in the language are understood and passed on to new generations
- Increase the number of fluent speakers of the language, with a particular focus on using the language as the first language at home
- Ensure that the language has an ongoing purpose and use in the community that no other language can replace
- Pass, support, and enforce legislation and policies to clearly make the language the dominant language in the region.

(Crosscurrent Associates, 2000. *Sahtú Kǫ́ Káyúrǰ̨la Denewá Kədǝ́ Dágúrǫ́ Gogha ʔeratł'é -- Sahtu Region Dene Language Planning Report.* Deline, NWT: Sahtu Secretariat Incorporated)

South Slavey

Vision: The Dene language of the Deh Cho will be maintained in an integral Dene culture. Elders of the Deh Cho will control the planning and work of preserving and developing the Dene language of the Deh Cho through traditional community consultations, in the context of a healthy lifestyle.

Primary Goals:

- Ensure that our political leaders provide legislative and financial support to meet our language needs
- Establish a Deh Cho language and cultural institute
- Provide language workshops in each community
- Develop language nests in each community
- Support land-based healing and education programs
- Promote awareness of the importance of the language, using the media
- Honor and encourage young people who use the language
- Coordinate language activities with Slavey people in Alberta and B.C.

(Deh Cho First Nations,1999. *Final Report, Deh Cho Language Plan.* Fort Simpson, NWT: Author.

Establishing Francophone Priorities

La Fédération Franco-TéNOise (FFT), which formally represents the interests of the NWT francophone community, has established a broad organizational mission and has also articulated multi-year priorities that address language issues in its *Planification quinquennale 1999-2004.*

Organizational Mission: To promote, encourage, and protect the French-Canadian cultural, political, economic, social, and community life.

Priorities:

- To represent the NWT francophone community, to protect its rights, and promote its interests.
- To contribute to the establishment of a *Commission scolaire francophone* [French school board].
- To diversify and increase the FFT's sources of funding.
- To ensure NWT francophone communities receive services corresponding to their needs.
- To reposition *L'Aquilon* to ensure its survival as a weekly newspaper.

(Fédération Franco-TéNOise,1999. *Planification quinquennale 1999-2004.* Yellowknife: Author)

SECTION V: THE CURRENT LEGISLATIVE FRAMEWORK FOR LANGUAGES

> We are more than a government obsessed with creating jobs and opportunities. We want to recognize a commitment to language and culture in the territories. (The Honourable Stephen Kakfwi, Premier, Speech at the Legislative Assembly of the Northwest Territories, Special Committee on the Review of the *Official Languages Act*, First Territorial Languages Assembly, Yellowknife, October 22, 2001.)

The Special Committee has been asked to recommend possible changes to the *Official Languages Act* of the NWT in order to better support the maintenance and enhancement of all official languages. The Committee has reviewed international, national, and provincial protocols and legislation relating to official and minority languages in order to get a better understanding of what has been done in other jurisdictions. The Committee has also reviewed national and territorial legislation directly affecting the NWT's official languages in order to understand the current legislative framework. This section of the progress report provides a summary of the information gathered to date. Further comparative research is being carried out.

RESPECTING INTERNATIONAL PROTOCOLS

The United Nations has issued a number of official statements addressing individual and collective linguistic rights. These statements provide moral guidance and direction to member nations of the UN and generally address the right of individuals and language groups to use their traditional language, but not necessarily to receive services in that language.

- The *Universal Declaration of Human Rights* (1948) states that people cannot be discriminated against because of their language and that parents have a right to choose the kind of education that shall be given to their children.

- The *International Covenant of Civil and Political Rights* (1976), Article 27, states that linguistic minorities cannot be denied the right to use their own language.

- The *Convention on the Rights of the Child* (1989) states that education must be directed towards the development of respect for the child's parents, cultural identity, language, and values.

At an international language conference in Barcelona, a group of institutions and non-governmental organizations adopted the *Universal Declaration of Linguistic Rights* (1996). This Declaration is important because it differentiates between the rights of language "communities" and language "groups". According to the Declaration, a

language "community" consists of people who share the same language and who are indigenous to a particular geographic area. A language "group", however, consists of people who share the same language but who have come to occupy the territory, including the social space, of another indigenous language community.

Article 3 of this Declaration states that the right of language groups to use their own language in private and public must not "...restrict the rights of the host community or its members to the full public use of the community's own language throughout its territorial space." This Declaration supports the right of any individual to utilize his or her mother tongue privately or publicly in any jurisdiction, but also clearly emphasizes the right of a language community to take measures to preserve and promote the integrity of its language and culture within its own territory, and calls upon people who move into that territory to adapt to both the language and cultural norms of the host language community, while maintaining key elements of their own cultural identity.

REVIEWING NATIONAL LEGISLATION FROM OTHER COUNTRIES

Some countries have established legislation to protect and preserve indigenous or minority language rights. Two key pieces of legislation reviewed by the Special Committee are as follows.

- The *Native American Languages Act*, passed in 1990 by the United States Congress, grants Native Americans the legal right to use, practice, and develop their languages. This Act also recognizes the right of Native Americans to use and teach their languages in federally funded schools.

- The *Welsh Language Act* (1993) created a Welsh Language Board (Bwrrd Iaith Gymraeg) with the mandate of "...promoting and facilitating the use of the Welsh language..." and ensuring that the Welsh and English languages are treated equally in the conduct of public business and the administration of justice in Wales.

OUR NATIONAL LEGISLATIVE FRAMEWORK

The NWT is directly affected by the Acts of the Parliament of Canada summarized below. These Acts must be taken into account in all of our discussions regarding the official languages of the NWT.

Constitution Act, 1982

The *Constitution Act* of 1982, which includes the Canadian Charter of Rights and Freedoms (the Charter), both enshrines and defines the language rights of English and French speaking Canadians. In particular:

- Section 16 establishes French and English as the official languages of Canada, with "…equality of status, rights, and privileges as to their use in all institutions of the Parliament and government of Canada."

- Section 20 (1) enshrines the right of Canadians to receive services in either English or French from all head and central offices of the Government of Canada, and to receive services in either French or English from any office or institution of the Canadian government where there is significant demand or due to the nature of the service.

- Section 23 enshrines the right of English or French minorities in the provinces and territories to have their children receive primary and secondary school instruction in their own language where numbers warrant.

The *Constitution Act* also indirectly addresses Aboriginal language rights:

- Section 14 of the Charter allows all individuals the use of an interpreter in court if they do not understand or speak the normal language of the proceedings.

- Section 22 states that neither Section 16 nor 20 takes away any legal or customary rights or privileges of languages other than English or French, where these rights and privileges existed before the Charter.

- Section 35 recognizes and affirms, but does not define, the "…existing aboriginal and treaty rights of the aboriginal peoples of Canada…", which may include language rights.

Official Languages Act (R.S. 1985, c. 31 (4th Supp.))

The Official Languages Act of Canada was enacted in 1969 and then amended in 1988 to reflect the new *Constitution Act* of Canada. The amended *Official Languages Act* elaborated the linguistic rights and principles enshrined in the *Constitution Act*. It also provided a legislative base for policies that had already been implemented in many federal government institutions, including policies regarding the use of both official languages in the federal workplace and federal support for official language minority communities. The *Act* also outlined the role of the Treasury Board, Canadian Heritage, and the Office of the Commissioner of Official Languages in implementing the *Act*. The *Act* gives the Commissioner of Official Languages the authority to seek court remedy to ensure the recognition of the status of each of the official languages and compliance with the spirit and intent of the *Act*. Key provisions of the *Act* affecting the NWT are as follows:

- Section 2 reaffirms English and French as the official languages of Canada, ensures their equality of status within the federal government and federal institutions, and supports the development of English and French linguistic minority communities, which are defined in the regulations accompanying the *Act*.

- Section 3 defines the term "federal institution" – this definition explicitly excludes "... any institution of the Council or government of the Northwest Territories or the Yukon Government or of the Legislative Assembly or government of Nunavut..." and "...any Indian band, band council, or other body established to perform a governmental function in relation to an Indian band or other group of aboriginal people."

- Section 25 ensures that services provided by other persons or organizations on behalf of the federal government must comply with language provisions of the *Act*.

- Sections 41 and 42 commit the Government of Canada to enhance, foster, encourage, and support the equality of English and French throughout Canada and in all aspects of Canadian society.

- Section 83 (1) reaffirms that the *Act* does not take away customary rights of other languages in Canada, which include Aboriginal and immigrant languages.

Criminal Code (R.S. 1985, c. C-46)

- Section 530.1 states that the person accused must be tried before a judge or jury that speaks the same official language, or the official language that he/she can best give testimony in. This section applies to federal courts - in most provincial courts, interpretation is provided.

- Section 638.1 allows a prosecutor to challenge a juror who does not speak the official language of the accused.

Northwest Territories Act (R.S. 1985, c. N-27)

The *Northwest Territories Act* is the federal legislation that establishes and empowers the Government of the NWT. The federal government wanted to amend this *Act* in 1984 to make French and English the official languages of the NWT. The GNWT opposed this amendment on the grounds that it had sole jurisdiction over territorial language legislation. Instead, the GNWT passed the *Official Languages Ordinance* of the NWT which confirmed English and French as official languages but also recognized the indigenous Aboriginal languages. At the same time, the federal government amended the *Northwest Territories Act* to ensure that the GNWT could not limit the rights granted under the *Official Languages Ordinance* without federal approval.

COMPARING PROVINCIAL AND TERRITORIAL LEGISLATION

Although other territorial and provincial legislation does not directly affect the NWT, the Committee felt that it was important to assess what other provinces and territories are doing to address both Aboriginal and French language issues.

Aboriginal Language Legislation

Quebec, Yukon, Northwest Territories, Nunavut, and British Columbia are the only jurisdictions in Canada that have legislation regarding Aboriginal languages.

- The *First Peoples' Heritage, Language, and Culture Act* (1996) of British Columbia created a tribal advisory committee and a provincial council to advise the government on language and cultural matters, access funds, and distribute funds to Aboriginal cultural centres and programs.

- The Preamble of the *Charter of the French Language in Quebec* (1977) recognizes the rights of "...Amerinds and the Inuit of Quebec, the first inhabitants of this land, to preserve and develop their original language and culture." Section 88 of the Charter states that the language of instruction for schools under the jurisdiction of the Cree and Kativik School Boards shall be Cree and Inuktitut, respectively. Section 96 notes that the major Cree and Inuit organizations must utilize French in their administrative dealings with the Quebec government. Section 97 states that the Charter does not apply to Indian reserves.

- Yukon's *Languages Act* (1988) "... recognizes the significance of aboriginal languages in the Yukon and wishes to take appropriate measures to preserve, develop, and enhance these languages in the Yukon." As such, Yukon Aboriginal languages can be used in any of the debates or proceedings of the legislature, and the government may (but is not obligated to) provide services in any of the Aboriginal languages.

- Nunavut's *Official Languages Act* (1990) is identical to that of the NWT and is currently under review. Recommendations from an interim report suggest developing and implementing a government language policy; encouraging all Nunavut businesses and agencies to support the *Act*; and removing the Dene languages, Cree, and Inuvialuktun as official languages.

French Language Legislation

Figure 5 has been prepared to highlight the similarities and differences in provincial and territorial French language legislation and policies across Canada. It should be noted that three provinces have no official languages legislation, most legislation relates to both French and English, New Brunswick is the only officially bilingual province, and only the NWT and Nunavut currently have languages commissioners.

Figure 5. Provincial / Territorial French Language Legislation (Source: SCOL)

Province	Act	Reg	Policy	Management
Alberta	*Languages Act 1988* (recognizes right to use French in Legislature & courts)			Francophone Secretariat, chaired by MLA/ liaison between govt. and francophone community
BC	None			A Minister is contact between Francophone community & govt.
Manitoba	*Manitoba Act 1870* (recognizes official status of French in legislature & courts)		Fr. Lang. Services Policy (Active Offer)	French Language Services Secretariat- attached to Exec. Council (advice, facilitation, monitoring, compliance)
New Brunswick	*An Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick 1981* *Official Languages Act 2002* (compliance of municipalities, Commissioner, authority of hospitals and health care facilities to determine language of daily operations, formal review after 10 years)	•	Official Languages Policy	Official Languages Office (coordination, compliance)
Newfound-land	None			None
NWT	*Official Languages Act 1990* (gives official status to English, French, and nine Aboriginal languages)		Official Languages Policy	Minister of ECE has overall responsibility/ Languages Commissioner (investigates & responds to complaints)
Nova Scotia	None		Policy on Services in French	(services on request only)
Nunavut	*Official Languages Act 1990* (gives official status to English, French, and nine Aboriginal languages)		Under review	Under review
Ontario	*French Language Services Act 1990* (right to receive services in French in designated areas)	•		Office of Francophone Affairs coordinates delivery of French services/ investigates and responds to complaints
PEI	*French Language Services Act 1999* (right to receive services, and enhancement of the Acadian and Francophone communities)			Minister responsible for Francophone Affairs (coordination, compliance) Acadian Communities Advisory Board
Quebec	*Charter of the French Language 1977* (contains specific provisions related to the workplace, instruction, business and commerce and communications)			Commission de Protection de la langue francaise (compliance) Conseil de la langue francaise (advice)
Saskatchewan	*Language Act 1988* (recognizes right to use French in Legislature & courts)			Office of French Language Coordination (liaison, translation for govt. depts.)
Yukon	*Languages Act 1988* (right to use French and English in Legislature & courts/ right to services in designated offices)		French Language Policy	Bureau of French Language Services Advisory Committee on French Language Services (advice) Court (compliance)

UNDERSTANDING NWT LEGISLATION

Official Languages Act (R.S. N.W.T. 1988, c.O-1)

The *Official Languages Act* recognizes Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuktitut (including Inuvialuktun and Inuinnaqtun), and Slavey (including South Slavey and North Slavey) as official languages of the NWT.

The *Act* applies to the institutions of the Legislative Assembly and Government of the NWT, which includes all GNWT departments and designated agencies and boards of the GNWT. It does not apply to municipal governments. It also does not apply to businesses, Aboriginal institutions, or any non-governmental organizations.

The *Official Languages Act* begins with a preamble intended to convey the spirit and intent of the *Act*. The *Act* expresses a commitment to the preservation, development, and enhancement of the Aboriginal languages and a desire to establish equality of status, rights, and privileges for English and French as official languages.

The *Act* identifies and defines the official languages of the NWT and addresses official language use in the proceedings of the Legislative Assembly, laws and other formal documents, the courts, and government communications and services. The *Act* also establishes the Office of the Languages Commissioner, gives authority to the Executive Council to make language regulations, and allows for court remedy where language rights may have been infringed or denied.

Some of the key provisions of the *Act* have been summarized below, for information and discussion purposes only.

- Everyone has the right to use any official language in debates and proceedings of the Legislative Assembly
- Tape recorded copies of debates in the original version or an interpreted version must be provided on reasonable request
- Acts of the Legislature and records and journals of the Legislative Assembly must be printed and published in both French and English
- The Commissioner may request that Acts and regulations, once adopted and as the need arises, be translated and published in other official languages
- French or English may be used in any pleading or process issuing from a territorial court
- Simultaneous interpretation of court proceedings must be provided in any official language if warranted (for example, where the accused, witnesses, or jurors are not fluent in the common language of the court)

- All final decisions of the court or quasi-judicial bodies must be issued in French and English if it is of public interest or where any part of the proceeding was held in both English and French

- Any member of the public has the right to communicate with and receive services from institutions of the Legislative Assembly and from head or central offices of government in English or French, and from other offices, where there is a significant demand for specific language services or where it is reasonable, due to the nature of the office, to provide those services

- Any member of the public has the right to communicate with or receive services from a regional or community office in an official Aboriginal language spoken in that area where there is a significant demand for communications or services or where it is reasonable, due to the nature of the office, to provide those services.

- The Commissioner of the NWT, on the advice of the Legislative Assembly, must appoint a Languages Commissioner to make sure that the rights, status, and privileges of each of the official languages are recognized

- The Languages Commissioner may monitor government departments and agencies to ensure that they comply with the spirit and intent of the *Act*

- The Languages Commissioner must investigate public complaints regarding violations of the *Act* or may initiate her own investigations

- The Languages Commissioner must submit an annual report to the Legislative Assembly regarding her activities.

NWT Regulations, Policies, and Guidelines

Regulations

The government has the authority to establish regulations to further clarify and define the provisions of the *Act*, but has not exercised this authority to date.

Official Languages Policy (1998)

The *Official Languages Policy* states that "…members of the public have reasonable access to its programs and services in the official languages." The main provisions of the Policy are as follows.

The Policy:

- Applies to all GNWT departments and a number of GNWT boards and agencies specifically listed in the Policy

- Makes the Minister of Education, Culture and Employment accountable to the Executive Council for implementing the Policy and coordinating the delivery of official language services throughout government

- Makes Ministers responsible for delivering official language services within their own departments, boards, and agencies.

Official Languages Guidelines Manual (1997)

The *Official Languages Guidelines Manual* provides guidelines for the delivery of services in the official languages to the public. The main items covered in the guidelines are summarized below for information and discussion purposes.

Designated Areas

The official languages in which GNWT services may be provided are designated for each community in the N.W.T. Any obligation to provide official language services in a community is restricted to those official languages listed in the guidelines. English is considered an official language for service delivery in all NWT communities. French is listed as an official language for service delivery in Fort Smith, Hay River, and Yellowknife.

Designated Offices

Government offices located in a designated area and/or providing services to the public in a designated area shall make those services available in the official Aboriginal languages of that designated area. Government offices in Yellowknife that provide direct services to the public shall make those services available in French. The Departments of ECE; Resources, Wildlife and Economic Development; Justice; Public Services (now Public Works and Services); and Health and Social Services in Hay River and Fort Smith shall make those services available in French.

Active Offer

The government is required to let clients know through signs, greetings, or correspondence that services are available in all of the official languages of that particular designated office.

Service Delivery

Official language service delivery may be provided through bilingual staff or by utilizing contracted interpreters. Interpretation services shall be utilized for public hearings and for public meetings where legislation or major government initiatives are being discussed.

Translation of Public Information

Written government materials must be translated into an official language of a designated area (other than English) where the material has been frequently requested in that language or where the material is of significant importance to the health or safety of the public. Public radio and television announcements fall under the same guideline.

Forms

Forms that are required by government regulation must be prepared in English and French where the form is commonly used by the public or where the form has been frequently requested in French. Forms commonly used by the public must be translated into the Aboriginal languages and must be available at designated offices.

Advertising / Job Postings / Tender Calls

All job postings and tender calls in an area designated for French must be advertised in both English and French. Job postings for positions requiring fluency in an official Aboriginal language must be advertised in the appropriate Aboriginal language.

Signage

Government signs must use the designated languages for that area. In areas with designated Aboriginal languages, the Aboriginal language must appear first on the sign.

Education Act (R.S.N.W.T. 1995, c.28)

The *Education Act* addresses official language matters in a number of sections.

- The Preamble recognizes the relationship between language, culture and learning and states the "…belief…" that school programs "…must be based on the cultures of the Northwest Territories."

- Section 59 allows education authorities to hire Aboriginal language instructors who are not certified teachers as long as the person is fluent in their language, passes a language proficiency test, and receives "…orientation in teaching methods…".

- Section 70 of the Act confirms that the language of instruction must be an official language and allows education districts to provide instruction in more than one official language. Section 71 gives District Education Authorities the authority to determine the language of instruction in schools, as long as there is significant demand, a sufficient number of fluent teachers, and sufficient and suitable materials.

- Section 73 states that where the main language of instruction is not English, English must also be taught, and where English is the main language of instruction, another official language must be taught.

French first language rights established under the *Constitution Act* (1982) are affirmed through the French First Language Education Regulations attached to the NWT's *Education Act*. The regulations provide for the establishment of French first language school programming, taking into account the number of eligible children who would be able to attend. The regulations also allow Francophone parents to govern French first language programming through the establishment of a *comité de parents francophones* and, subsequently, a *conseil scolaire francophone*. Section 84 of the Act allows for the establishment of a *commission scolaire francophone de division*.

Other Northwest Territories Acts

Many other NWT Acts contain official language provisions or language provisions that apply to any language used in the NWT as the need arises. For example:

- The *Access to Information and Protection of Privacy Act* (1996) allows for the translation of records into the official languages in some situations [Section 7(3)] and also allows people to ask for information orally in the official languages [Section 3 of Regulations]

- The *Business Corporations Act* (1998) allows for business names in French, English, and in other languages [Section 10]

- The *Child and Family Services Act* (1997) states that "...cultural values and practices must be respected when deciding the best interests of a child." [Section 3]

- The *Coroners Act* (1988) compels the coroner to use interpreters for any language when it is required at inquests [Section 54]

- The *Corrections Act* (1988) states that information for inmates must be in a language they understand [Section 15(2)]

- The *Elections Act* (1988) allows the Chief Electoral Officer to determine what official languages elections materials must be prepared in [Section 203]

- The *Guardian and Trusteeship Act* (1997) generally states that interpreter services must be used when a participant in the guardian or trusteeship process does not speak or understand the language of the application or proceedings

- The *Jury Act* (1988) allows anyone who can speak any one of the official languages to be a juror [Section 4]

- The *Local Authorities Elections Act* (1988) allows local governments to determine the official languages to be used on election ballots and forms [Section 16 (2)]

- The *Mental Health Act* (1994) requires interpreters to be used when a participant in the consent process does not speak or understand the language of the doctor [Section 19]

- The *Motor Vehicles Act* (1988) allows people who do not speak English to utilize an interpreter when taking a test [Section 76(2)]

- The *Plebiscite Act* (1988) allows for the use of any of the official languages, as required [Section 31(1)].

RESPECTING ABORIGINAL GOVERNANCE AGREEMENTS

In the NWT, two major agreements-in-principle (AIPs) addressing Aboriginal self-government issues have recently been drafted and are pending final review and approval. These agreements are the *Gwich'in and Inuvialuit Self-Government Agreement-in-Principle for the Beaufort Delta Region* (2001) and the *Dogrib Agreement-in-Principle* (2000). As well, land, resource, and governance agreements are currently being negotiated by the Akaitcho Territory Government, the Deh Cho First Nations, and the South Slave Metis Tribal Council; and Deline is currently negotiating a community self-government agreement under the provisions of the Sahtu land claims agreement. The Committee understands that all of these agreements will address language issues to varying degrees.

The current Gwich'in / Inuvialuit and Dogrib AIPs provide some indication of how Aboriginal language issues are being addressed through self-government agreements, but do not necessarily reflect the terms being negotiated by other groups. Some of the key language provisions in these AIPs are as follows.

The *Gwich'in and Inuvialuit Self-Government Agreement-in-Principle for the Beaufort Delta Region*:

- Ensures that the Agreement will be published in Gwich'in, Inuvialuktun, English, and French

- Grants authority to the Gwich'in and Inuvialuit Governments to enact official language laws for their own respective governments, but not for the Beaufort-Delta Public Governments created under the Agreement

- Allows both Aboriginal governments to provide language and cultural services to beneficiaries living outside of the settlement area

- Essentially gives the same authority over education to a Beaufort-Delta Regional Government and to Community Governments that the Divisional Education Authority and District Education Authorities currently have under the *Education Act*. There are no specific language provisions in this section of the Agreement.

The key language provisions in the *Dogrib Agreement in Principle* are as follows.

- Section 7.4.4 states that the Dogrib First Nation Government has the power to enact laws in relation to:

  (a) protection of spiritual and cultural beliefs and practices...

  (b) the use of Dogrib language in operations of the Dogrib First Nation Government, on Dogrib lands, and by Dogrib citizens in the settlement area, and standards for the Dogrib language;

  (j) education, except post-secondary, for Dogrib Citizens in Dogrib communities or on Dogrib lands, including the teaching of the Dogrib language and the history and culture of the Dogrib First Nation but not including certification of teachers...

  (k) pre-school and early childhood development programs for Dogrib citizens...

  (m)certification of persons to teach the Dogrib language...

- Section 7.10.4 states that the intergovernmental agreement required as a part of the overall agreement shall include "...a description of the manner in which Dogrib language and culture and way of life of the Dogrib First Nation will be respected and promoted..."

The Special Committee will be examining Aboriginal self-government agreements in more detail to determine how they might interact now and in the future with GNWT languages policy and legislation.

SECTION VI: OFFICIAL LANGUAGES FUNDING AND ACCOUNTABILITY

> I think that we as a government have to have legislation that has some teeth in it -- where it forces institutions and organizations to ensure that monies are spent where they were allocated. (David Krutko, MLA Mackenzie-Delta, Meeting of the Special Committee on the Review of the *Official Languages Act*, Yellowknife, December 15, 2001.)

As a component of its overall mandate, the Special Committee has made a concerted effort to review the ongoing implementation of the *Official Languages Act*. From this perspective, the Committee has been reviewing funding allocations for the official languages, the usage and impact of this funding, and the monitoring and accountability processes in place to ensure that the spirit and intent of the *Act* are being adequately fulfilled. This section of the progress report provides a preliminary overview of the funding and accountability systems in place. More detailed information is being gathered for the final report.

GENERATING REVENUES

Securing Federal Funding

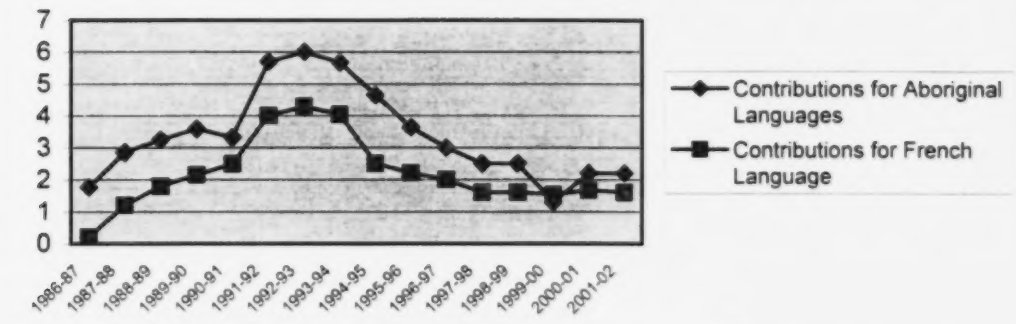
Since 1984, most federal language funding has come through the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT (the Cooperation Agreement). The first agreement covered the period 1984 to 1989. Subsequent multi-year agreements have been signed; the current agreement is for the period 1999 to 2004. The main purpose of the Cooperation Agreement is to establish "... a framework for cooperation between Canada and the GNWT with respect to the provision of funding for the implementation of French as an official language of the NWT and the revitalization, maintenance and enhancement of Aboriginal languages."

Through the current Agreement, the federal Department of Canadian Heritage provides the GNWT with approximately $3.5 million per year: $1.6 million for French language services and the remaining $1.9 million for the Aboriginal languages.

Funding for the Aboriginal languages is directed toward Aboriginal language programming, language resource and technical support, and the development and implementation of language activities by Aboriginal language communities. Funding for the French language is directed toward GNWT program and service delivery, administrative and policy support, and the community and cultural development of the francophone community. Separate five-year action plans for the French and Aboriginal languages are appendices to the Agreement and guide the implementation of the Agreement.

Under the terms of the Cooperation Agreement, an Agreement Management Committee is established and co-chaired by two senior officials – one appointed by the federal Minister of Canadian Heritage and one appointed by the territorial Minister of Education, Culture and Employment. Each co-chair can appoint up to four members to the committee. Federal contributions to the GNWT through this agreement have varied over the years, as can be seen from Figure 6. Contributions up to 1998-99 were prior to division of the territories and therefore include what is now Nunavut.

Figure 6: Federal Language Funding (Source: SCOL)



The Department of Canadian Heritage also provides incremental annual funding to the GNWT for French minority language schooling. In the fiscal year 2001-2002, this amounted to approximately $1.1 million.

Committing GNWT Funding

The GNWT allocates its own funding to Aboriginal language programs and services. Most of this funding goes to the Department of Education, Culture and Employment (ECE) for school programming. In the 2001-2002 fiscal year, the GNWT allocated approximately $7.1 million to Aboriginal language programming. Of this amount, approximately $5.8 million was allocated directly to Divisional Education Councils (DECs). The GNWT also provides base, per student funding to the francophone schools.

The GNWT also funds the Office of the Languages Commissioner. The annual budget for this office is approximately $350,000 per year.

Acknowledging the Aboriginal Head Start Program

One source of federal funding for Aboriginal language revitalization is the Aboriginal Head Start program. This program targets Aboriginal youth aged three to five in northern and off-reserve communities. One of the six main components to this program is Aboriginal language acquisition. Seven communities in the NWT currently receive multi-year funding through this program, totaling approximately $960,000 annually.

ALLOCATING FUNDING

Figures 7a and 7b on the next page shows how the GNWT allocated funding during the 2001-2002 fiscal year. These figures reflect the most current working budgets for that fiscal year.

As can be seen from Figure 7a, federal funding is primarily used to fund Aboriginal language community initiatives, teaching and learning centres, Aboriginal language broadcasting, language instructor training, and basic language research and promotion. GWNT funding is primarily used by Divisional Education Councils, but also supports language-community initiatives, Aboriginal language literacy projects, broadcasting, and overall program administration.

Figure 7b illustrates that federal funding for French primarily goes to GNWT departments for translation services. Some funding is used for administration and a portion of the federal contribution goes directly to the francophone community to support community cultural and language initiatives. Other than base student funding for education, the GNWT does not allocate any of its own funding for French language services.

Figure 7a: Allocation of Federal and Territorial Funds for the Aboriginal Languages
(Source: Language Services, GNWT)

ABORIGINAL LANGUAGES:			**Federal**	**GNWT**
NOTE: Items that are underlined are part of the Canada-NWT Cooperation Agreement			**$2,300,000.**	**$7,095,000.**
Chipewyan	11.34% of population, receives $50,000 + 11.34% remaining allocation	193,000.		
Cree	3.52% of population, receives $50,000 + 3.52% remaining allocation	107,000.		
Dogrib	21.26% of population, receives $50,000 + 21.26% remaining allocation	339,500.		
Gwichin	12.31% of population, receives $50,000 + 12.31% remaining allocation	162,000.		
Inuvialuktun	21.22% of population, receives $50,000 + 21.22% remaining allocation	267,500.		
North Slavey	11.11% of population, receives $50,000 + 11.11% remaining allocation	214,000.		
South Slavey	19.24% of population, receives $50,000 + 19.24% remaining allocation	224,500.		
TOTAL Language Community Contributions:			$ 1,125,000.	443,000.
Teaching and Learning Centres			475,000.	
Aboriginal Language/Cultural Instructor Program			200,000.	
Aboriginal Broadcasting			175,000.	170,000.
I/T Training Program			50,000.	
Language Planning			70,000.	
Promotion			25,000.	
Language Resource Development			30,000.	
Geographic Place Names			15,000.	
Health & Social Services Terminology Development/Workshop			35,000.	
Special Project: Review of the *Official Languages Act* – Aboriginal consultations			100,000.	
Official Languages Literacy			0	300,000.
Cultural Projects (Northern Heritage Centre)			0	66,000.
Language Services Office Administration:			0	280,000.
	Beaufort-Delta	1,536,324.		
	Francophone schools with Aboriginal student	33,716.		
	Deh Cho	779,689.		
	Dogrib	889,861.		
	Sahtu	738,358.		
	South Slave	1,150,783.		
	YK1	376,673.		
	YK2	330,297.		
TOTAL School Aboriginal Language Funding:			0	5,836,000.

Figure 7 b: Allocation of Federal and Territorial Funds for the French Language
(Source: Language Services, GNWT)

FRENCH LANGUAGE FUNDING:		**Federal**	**GNWT**
NOTE: Items that are underlined are part of the Canada-NWT Cooperation Agreement		**$ 2,785,000.**	
ECE	Translation, bilingual bonuses	415,000.	
Justice	Legal translation	408,000.	
	Advertising, printing, bilingual bonuses	32,000.	
Health & Social Services	Health boards, advertising, bilingual bonuses	190,000.	
Public Works & Services	Advertising, office space, signs, bilingual bonuses	80,000.	
RWED	Advertising, printing and bilingual bonuses	30,000.	
Legislative Assembly	Advertising, printing, Languages Commissioner	20,000.	
Transportation	Advertising and bilingual bonuses	15,000.	
MACA	Advertising, printing and bilingual bonuses	15,000.	
Workers' Compensation Board	Advertising and bilingual bonuses	14,000.	
NWT Housing Corporation	Advertising, signs, bilingual bonuses	11,000.	
Executive	Advertising, printing, bilingual bonuses	10,000.	
FMBS		4,000.	
Finance		3,000.	
NWT Power Corporation	Advertising, signs, and printing	1,000.	
ECE	Coordination of the Agreement & promotion	167,000.	
Health & Social Services	Policy Coordination & Travels	40,000.	
Fédération Franco-TeNOise	Community contributions	145,000.	
Special Project: Review of the *Official Languages Act* – French consultations		50,000.	
Schools	Canadian Heritage.Official Language & Education Program	1,161,000.	

MAINTAINING ACCOUNTABILITY

As Figure 7a and 7b illustrate, federal and territorial language funding is allocated to a large number of government departments and external agencies. Accountability for the use of this funding is therefore widely shared. However, overall accountability for the distribution and use of both federal and territorial funding is held by the Minister of Education, Culture and Employment. The ECE Minister is accountable, through policy, to the Executive Council for the implementation of programs and services in the official languages. The Department has a Director for Culture, Heritage and Languages and a Manager of Languages Services.

Within the GNWT, other Ministers are responsible for the delivery of official language programs and services by the departments, boards, and agencies under their authority. Standard departmental reporting relationships apply. As well, all departments and some agencies have designated Official Language Coordinators who are given responsibility for language coordination. Most of the language coordinator duties are not full-time and are generally a minor component of another position.

Funding to Aboriginal language communities and other non-GNWT agencies is done through annual GNWT contribution agreements. Aboriginal governments receive funding on behalf of their respective language communities, based on their goals, objectives, and proposed activities. Annual reports are required from all funded agencies.

The majority of the funding for French language services is routed through GNWT departments and agencies and supports translation services, bilingual bonuses, office rental, and French language advertising, signs, and printing. A portion of the annual funding goes to the Fédération Franco-TéNOise, through a contribution agreement, for community-based language and cultural initiatives.

According to the terms of the Cooperation Agreement, the GNWT must submit year end financial statements and an annual activity report referenced to the objectives set out in the five-year action plan. These activity reports detail the amount of funding received by individual departments and agencies and how this funding was utilized. The Agreement also requires the development of a formal evaluation framework and has been formally evaluated by independent consultants in 1993 and 1996.

GNWT funding allocated to school programs is accounted for separately. Divisional Education Councils, school boards and Commission scolaire francophone de division provide the department with standard financial statements.

The Special Committee's review of language funding and accountability systems within the GNWT is still being carried out and will be further detailed in the Committee's final report.

SECTION VII: GATHERING PUBLIC INPUT

> We have to listen to everybody else. If we only listen to one person, it won't go anywhere. We have to take everybody's word into account. And that is how we can tell we are doing our job. (Sabet Biscaye quoted in the proceedings of the Legislative Assembly of the Northwest Territories, Special Committee on the Review of the *Official Languages Act*, Yellowknife, First Territorial Languages Assembly, October 2001.)

REVIEWING PREVIOUS RECOMMENDATIONS

The Special Committee carried out a review of the main recommendations made in previous GNWT reports relating to language. The Committee felt this was important because many of the studies preceding these reports incorporated public and stakeholder consultation activities, so they reflect the ongoing views and opinions of NWT residents.

A significant number of reports addressing official language issues have been prepared since 1990 (See Appendix C). The Committee found that recommendations from these past reports generally dealt with the following key issues:

- Involving the language communities in language research, planning, decision-making, and program delivery
- Building local capacity to coordinate and manage community-based language programs
- Promoting positive attitudes toward all of the official languages
- Enhancing service delivery through the training and/or use of bilingual staff, greater use of certified interpreter-translators, and terminology development
- Developing a wider range of quality language resource materials
- Strengthening the delivery of Aboriginal language instruction in the school system
- Clarifying the role and authority of the Languages Commissioner.

The Committee has determined that many of the recommendations made in previous language reports have been implemented to some degree; however, a more detailed analysis of previous reports and recommendations will be presented in the final Committee report.

LISTENING TO THE PEOPLE

The Special Committee made an effort to visit two communities in each of the official Aboriginal language regions in order to get the opinions of a cross-section of NWT residents. These public meetings took place over the period October 2001 through May 2002. The Committee still has a few communities to visit before preparing its final report. A brief summary of the main issues and concerns raised at the community meetings is presented below. All of the concerns and issues expressed at the community

meetings have helped guide the Special Committee's current direction and will also be fully considered when the Committee prepares its final report.

Summary of Community Issues and Concerns

There appears to be widespread concern within language communities over the loss of Aboriginal language and culture and the growing dominance of the English language and Western culture. Many people who spoke at these meetings stressed the importance of language in maintaining one's distinct cultural identity. They also expressed concern over the damage done to the traditional languages by residential schools and the current English-language dominated schools. There was special concern in the Beaufort-Delta that Gwich'in and the Inuvialuit / Inuinnaqtun languages are in a crisis situation and may be lost unless swift actions are taken. Concerns were also expressed about the lack of attention being paid to the Michif language.

> The language is dying. We need leadership to get involved. (Renie Arey [paraphrased], Community Meeting, Special Committee on the Review of the *Official Languages Act*, Inuvik, February 6, 2002.)

In order to increase the status of the Aboriginal languages, people recommended things such as strengthening the provisions of the *Official Languages Act*; linking the *Official Languages Act* to the *Education Act*; strengthening the role of the Languages Commissioner; and getting MLAs and the leaders of Aboriginal organizations to actively support the languages.

There was also general concern that the amount of funding provided for Aboriginal language initiatives is not adequate, particularly when compared with the amount of funding that goes toward English language programs and services. Some people felt that the federal government had an obligation to fund the revitalization of Aboriginal languages because federal policies had caused language loss. A number of people felt that too much attention and funding was being paid to the French language, at the expense of the Aboriginal languages.

There were differences in opinion regarding the funding of language communities through regional Aboriginal organizations. Although people were generally satisfied with the idea of language communities controlling programs, some felt that funds were being lost through administration charges. Others felt that all of the different funds should be coordinated under one agency.

> It's been difficult to get money, confusing as to who has the money and who can get it. My suggestion was to distribute a list of all funding programs – it would be nice to see it under one – one committee – put all the money together and all the people sit on this one committee. (Betty Vittrekwa, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort McPherson on February 7, 2002.)

A number of people attending the meetings stated that school instruction is essential, particularly where the parents do not speak the language. There were a considerable number of concerns raised regarding the teaching of Aboriginal languages in the schools. The most common concerns regarding schooling were that:

- District Education Councils sometimes spend language funding on other activities
- Teachers do not have a proper language curriculum to work from
- There are not enough trained and certified language instructors
- The level of language being taught is too elementary and does not progress to more complex levels (children are not really learning the language)
- Too little time is devoted to Aboriginal language instruction
- There is a lack of adequate teaching resources for the languages (not just for the schools, but for all age groups)
- We are not properly measuring fluency, to know whether the programs are being successful.

> A few years ago, some teenagers wanted to learn Inuinnaqtun but there was no teacher. So nobody bothered. But I hope somebody soon will teach them. They really want to learn. (Morris Nalluk, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Holman, February 5, 2002.)

> You have to have more responsible actions. There should be clear rules and guidelines. That's why I think there should be a board not just to teach the language but also teachers and interpreters…you need to have education for language, proper curriculum, trained teachers, certain standards, then you'll get the most benefit out of the program. (Charlie Barnaby, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort Good Hope, May 13, 2002.)

Many people noted that school programs will not be effective unless the language is also learned and reinforced in the home. Some people suggested placing a priority on programs that teach young mothers with their children and providing on-the-land language schooling for families.

Although many people at the meetings said that language should be taught through cultural activities or on the land, others said that this cannot work unless the language is actually being spoken.

> When the kids go to camp, they don't learn the language. It has to be spoken. (Anna May McLeod, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act* Tsiigehtchic, February 7, 2002.)

Many people at the meetings spoke of different ways to raise the profile and use of the languages. Some of the ideas expressed included:

- Using the media as a tool to revitalize the languages
- Making it mandatory for the languages to be written everywhere in the community

- Promoting Aboriginal language and culture in a positive way
- Make Aboriginal language courses mandatory in schools and the college
- Make Aboriginal language proficiency a hiring requirement, or, at least, provide language training to all employees.

> I was part of the language efforts in 1985 when they decided to switch from syllabics to Roman orthography. If they had kept the syllabics which the elders know, then maybe we could have kept our language better because we could have incorporated the elders into the school program. (Francis Zoe [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Wha Ti, December 14, 2001.)

Other types of concerns and issues were raised at the meetings. Concerns were expressed that the shift from syllabics to the Roman orthography made it difficult for elders to work in the schools because they only knew the syllabic system. People from different language communities talked about the need to develop new terminology, but also to record the pure language of the elders before it is too late, so that the original language is not lost. People from different language communities spoke strongly about the importance of maintaining their special dialects.

Many people spoke about the important role of the elders in teaching both the language and the culture.

> There is a big need to teach the language and connect it with culture and spirituality. We have to hire good people and we need elders. It's time to look to elders and have youth talk to elders to learn the language because it is connected to our whole life. It is those people we need to depend on. We need to treat them as professionals, to pay them, and include them in the education system. (Danny Gaudet, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Déline, May 13, 2002.)

> I've never been to school. I learned how to count and read the Bible. I've been to many workshops to help with language in the school and pre-school. I really tried hard to help to create materials for kids. I really want to help. With my kids, I spoke Gwich'in even after they went to school. I still speak Gwich'in with my kids and grandkids. (Eunice Mitchell, [paraphrased] Community Meeting, Special Committee on the Review of the *Official Languages Act*, Fort McPherson, February 7, 2002.)

Francophone Community Consultation

The francophone community was consulted directly during a Special General Assembly of the Fédération Franco-TéNOise in Yellowknife in January 2002, which included delegates from Fort Smith, Hay River, and Yellowknife. Delegates spoke as individuals rather than as representatives of organizations, and the following general comments were made:

- The establishment of a French school board was an important step forward
- Medical services in French are not adequate: the French language proficiency of many doctors is inadequate and doctor-patient confidentiality is an issue when interpreters are used
- The centralized 1-800 line for French language services was effective and should not have been abolished
- Industry should make a greater effort to offer French language services
- The number of francophone students required to provide certain educational services (such as a gymnasium) should be lowered
- The level of federal funding provided for French language services in the NWT should be studied, along with the level of services provided
- GNWT and federal French language services in Fort Smith should be enhanced.

LISTENING TO STAKEHOLDERS

The Special Committee held public hearings in Yellowknife in March 2002. The primary purpose of these hearings was to provide the opportunity for individuals, organizations, and agencies throughout the NWT that deal with language matters to make formal presentations and recommendations to the Committee. The Committee also received written submissions from a few agencies unable to attend these hearings. The detailed recommendations made through these hearings and submissions will be reviewed in the final report. For the purpose of this report, however, a generalized, point form summary of the recommendations is as follows:

- Provide clearer definition of important terms used in the *Official Languages Act*
- Apply the *Act* to all agencies and contractors that deliver services on behalf of the GNWT
- Strengthen the role of the Languages Commissioner
- Identify a lead agency for implementation of the *Act*
- Utilize regulations rather than policy to enforce implementation of the *Act*
- Establish clearer accountability processes through government policy
- Establish a joint language management agency to consolidate and coordinate funding and service delivery
- Increase, consolidate, and stabilize Aboriginal language funding
- Develop the capacity of Aboriginal language communities to manage language programming

- Strengthen working relationships and accountability between the language communities, government, and Divisional Education Councils
- Enhance Aboriginal language programming in the school system
- Promote, role model, and increase the functional value and use of the official languages
- Strengthen interpreter-translator services, particularly within the court system
- Work closely with La Fédération Franco-TéNOise to amend and implement the *Official Languages Act*
- Utilize French language service centres to provide "one window" access to government services
- Provide more funding to Aboriginal communications societies to use radio and other oral methods of communication.

SECTION VIII: MOVING FORWARD

Over the past year, the Special Committee on the Review of the *Official Languages Act* has gathered and reviewed a wide range of documents and information as well as consulted with individuals, language communities, NGOs, and federal, territorial, and Aboriginal governments. Although we continue the process of gathering more detailed information through focus groups, independent and in-house research activities, and public consultations, we have begun to identify the broad strategic directions that could be taken to strengthen and improve the effectiveness of the *Official Languages Act*. These strategic directions are presented below, along with a few guiding principles that we feel are essential to achieving our language goals.

We hope that these directions for change stimulate further detailed discussion over the next few months. We welcome comments and formal submissions from individuals, organizations, language communities, and all levels of government. As well, we will be hosting a second territorial languages assembly in the fall of 2002, at which time representatives from all of the official language communities can discuss, and, where possible, build consensus toward meaningful and sustainable change. As noted throughout this report, our mandate is to develop and recommend changes to NWT official languages legislation and implementation systems in order to improve service delivery and support language revitalization efforts throughout the Northwest Territories.

OUR GUIDING PRINCIPLES

In carrying out our work as a Special Committee, we have maintained the spirit and intent of the Preamble of the *Official Languages Act*. We have remained committed to the preservation, development and enhancement of the Aboriginal languages. We have maintained the belief that legal protection of the languages will assist in preserving our distinct Aboriginal cultures. We have upheld the desire to establish equality of status, rights, and privileges among all of the official languages.

We have also found ourselves guided by the following unofficial principles, which have arisen from our research and community consultations:

- Languages belong, first and foremost, to their respective language communities
- Language and cultural diversity is of value to all citizens of the NWT and contributes to the wholistic development of our communities
- Establishing and maintaining the functional value of the official languages in the NWT is an important, shared responsibility

- The governance, funding, accountability, and service delivery structures for official languages must be clear, fair, consistent, efficient, and sustainable

- Effective language revitalization efforts must incorporate a combination of the following:
  - ✓ A supportive legislative framework
  - ✓ Fair and adequate allocation of resources
  - ✓ Language promotion
  - ✓ Coordinated program and service delivery systems
  - ✓ Family, school, and community-based initiatives.

DIRECTIONS FOR CHANGE: ENCOURAGING DIALOGUE

Based on our research and public consultations, we have prepared the following strategic directions for change in order to stimulate further dialogue as we move toward preparing our final report. Some of these directions may not prove to be suitable. Others may require revision and refinement. Some people may want to consider other directions. We have numbered these directions for change so that they can be readily identified throughout our next round of discussions.

1) The Preamble of the *Official Languages Act* could be expanded to include some of the guiding principles the Committee has followed. In particular, the Preamble could acknowledge:
   a) The role and responsibility of language communities in the preservation and development of their respective languages
   b) The value of language diversity for all citizens
   c) The shared responsibility of language communities and governments for language enhancement
   d) The need for effective and sustainable program and service delivery systems
   e) The need for a variety of language revitalization approaches.

2) The *Official Languages Act* might be revised to address the following issues:

   a) Scope of Application: The *Act* has limited application outside of the Legislative Assembly, GNWT departments, and designated boards and agencies of the GNWT. Although it would be difficult to apply the *Act* to all NWT businesses and organizations, it may be feasible to have the *Act* apply to persons and organizations providing public services on behalf of the GNWT and to a wider range of agencies fulfilling obligations under GNWT legislation, such as municipalities.

b) Accountability: At the present time, it is not clear what individual, agency, or body is responsible for, and therefore accountable for, implementing the *Act*. It may be time to designate, within the *Act* itself, a lead agency for the implementation of the *Act*, reporting directly to the Legislative Assembly. Suggestions to date have included a Territorial Languages Board, the Financial Management Board (as is the case with the *Official Languages Act* of Canada), a designated Minister for Official Languages, or an expanded Office of the Languages Commissioner. Other suggestions may be put forward during the next few months.

c) Role of the Languages Commissioner: We have received a number of different recommendations regarding the role, responsibilities, and authority of the Office of the Languages Commissioner. Previous recommendations have included disbanding the Office, combining the complaints/investigative functions of the Office with another office (such as the Information and Privacy Commissioner), increasing the investigative authority of the Office, and/or expanding the role of the Office to include language promotion and enhancement activities.

   Given the complexity of this matter, the Special Committee is currently having an independent study of the Office done. This study is scheduled for completion in July 2002 and will guide further deliberations.

d) Dene Terms: The *Act* uses English terms for some of the Dene official languages. The *Act* could be amended to utilize the proper Dene names for the current official languages, where applicable.

e) Official Languages Designations: With the creation of the NWT and Nunavut and the constitutional recognition of Métis rights, the *Act* might be reviewed with respect to the Inuktitut and Michif languages.

3) Implementation of the *Act* could be strengthened by developing official languages regulations, as well as by enhancing existing policies and guidelines. For example, regulations or policies could provide clearer definitions of "significant demand", "the nature of the office", and "active offer". These definitions would have to articulate a level of service delivery that is appropriate to the needs of the language communities and is sustainable.

   The designated areas established in the Official Languages Guidelines Manual must be reviewed and revised to reflect the creation of two territories and any jurisdictional matters arising from recent and pending Aboriginal governance agreements.

4) Aboriginal language rights might be strengthened through changes to the *Official Languages Act* and its associated regulations and policies or through amendments to the *Education Act*. The *Education Act* could be made more prescriptive with respect to the Aboriginal languages, by requiring Education Authorities to provide Aboriginal language immersion programming within designated areas or by establishing language education rights for Aboriginal people similar to those currently held by francophones. Stronger linkages between the education system and language communities might also be established.

   Broadening Aboriginal language education rights has both cost and programming implications that would have to be addressed. We are currently carrying out a study on how legislation and policy can best support the teaching and learning of languages in the school system.

5) Education authorities may need to take a more structured and systematic approach to Aboriginal language instruction by developing language curricula and resources, enhancing the training and certification of language instructors, utilizing immersion programming, and properly evaluating language proficiency. Schools would still utilize culture-based approaches to instruction, but the measurable outcomes would be directly linked to fluency and literacy.

6) Investments in Aboriginal and French language programming and services could be increased and current investments consolidated. Funding should be long term and consistent, allowing organizations to plan and develop the capacity necessary to support language development. The GNWT, federal government, and other agencies need to work together to identify ways to ensure consistent, multi-year funding for language services and language enhancement initiatives. Special funding for threatened languages might be considered.

7) The administrative structures for the delivery of French and Aboriginal language programs and services by government departments could be clarified and strengthened to improve overall efficiency and accountability. Official language service centres in designated areas that would provide professional interpreter-translator (I/T) services to the public, courts, and government departments should be considered.

   An internal study on the delivery systems and accountability processes within the GNWT is currently being carried out. Our final report will contain specific comments and recommendations regarding this matter.

8) Formal linkages between the GNWT and language communities could be established, taking into account the principle that language communities are responsible for their languages while ensuring that the GNWT meets all of its own legal and fiscal obligations under legislation and funding agreements. These linkages would allow for coordinated planning and decision-making and more effective use of existing resources. Linkages might be created through the establishment of regional and/or territorial-level language management boards or through other intergovernmental means.

9) The functional use of the official languages at all levels of society could be enhanced by:
   - Increasing interpreter-translator (I/T) services (which would also increase the opportunity for professional employment in this field and the need for more I/T training and certification)
   - Implementing mandatory staff training and enhancing the bilingual bonuses program, in order to improve direct service delivery by existing staff
   - Expanding terminology development initiatives
   - Enhancing Aboriginal language media
   - Convincing industry, non-governmental agencies, federal departments, and other agencies (through language promotion) that providing official languages services in designated language areas should be considered a basic cost of doing business in the north, rather than a special cost.

In closing, our Special Committee has come to recognize that Aboriginal language decline in many communities and regions of the NWT is at the point where the ideal language goal, multi-generational transmission of the language in the home, may not be feasible at the present time. If we want to preserve our languages, we cannot reasonably place the entire responsibility for language transmission on the family, or it will not happen. Nor can we revitalize languages solely through legislation or through schooling.

We all have to acknowledge that language revitalization is a shared social responsibility that will require balanced, structured, and coordinated language strategies involving all stakeholders. At this point in time, we must therefore collectively determine the extent to which we wish to maintain our Aboriginal languages as functional languages of the NWT and then take active and strong measures to support and revive them.

SEEKING YOUR ADVICE

If you wish to make comments or suggestions regarding this report, the work of the Special Committee, the principles and directions presented, or the review of the *Official Languages Act* generally, please contact the Office of the Special Committee at:

Phone number: 920-6929 or toll free at 1-877-920-7265
Fax number: 873-0366 or toll free at 1-800-661-0872
E-mail: languages@gov.nt.ca

Information can also be viewed at the Committee's Web site:
www.assembly.gov.nt.ca/languages

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APPENDIX A:
OFFICIAL LANGUAGES ACT
OF THE NORTHWEST TERRITORIES

CONSOLIDATION OF OFFICIAL LANGUAGES ACT

R.S.N.W.T. 1988,c.O-1

AS AMENDED BY

R.S.N.W.T. 1988,c.56(Supp.)
All provisions of the amendment in force 31/12/90 except:
Subsection 12(2): In force 31/12/92
Subsection 11(2): In force 31/12/93
R.S.N.W.T. 1988,c.78(Supp.)
R.S.N.W.T. 1988,c.125(Supp.)
S.N.W.T. 1991-92,c.8.

This consolidation is not an official statement of the law. It is an office consolidation prepared by Legislation Division, Department of Justice, for convenience only. The authoritative text of statutes can be ascertained from the *Revised Statutes of the Northwest Territories, 1988* and the Annual Volumes of the Statutes of the Northwest Territories.

Any certified Bills not yet included in the Annual Volumes can be obtained through the Office of the Clerk of the Legislative Assembly. Copies of this consolidation and other Government of the Northwest Territories publications can be obtained at the following address:

Artisan Press Ltd.
P.O. Box 1566
Yellowknife NT X1A 2P2
Telephone: (403) 873-4418
Fax: (403) 920-2743

CODIFICATION ADMINISTRATIVE DE LA LOI SUR LES LANGUES OFFICIELLES

L.R.T.N.-O. 1988, ch. O-1

MODIFIÉE PAR

L.R.T.N.-O. 1988, ch. 56 (Suppl.)
Toutes les dispositions de la modification sont en vigueur le 31 décembre 1990, à l'exception du :
paragraphe 12(2): En vigueur le 31 décembre 1992
paragraphe 11(2): En vigueur le 31 décembre 1993
L.R.T.N.-O. 1988, ch. 78 (Suppl.)
L.R.T.N.-O. 1988, ch. 125 (Suppl.)
L.T.N.-O. 1991-1992, ch. 8.

La présente codification administrative ne constitue pas le texte officiel de la loi; elle n'est établie qu'à titre documentaire par les Affaires législatives du ministère de la Justice. Seules les lois contenues dans les *Lois révisées des Territoires du Nord-Ouest (1988)* et dans les volumes annuels des Lois des Territoires du Nord-Ouest ont force de loi.

Les projets de loi certifiés ne figurant pas dans les volumes annuels peuvent être obtenus en s'adressant au bureau du greffier de l'Assemblée législative. On peut également obtenir des copies de la présente codification et d'autres publications du gouvernement des Territoires du Nord-Ouest en communiquant avec :

Artisan Press Ltd.
C.P. 1566
Yellowknife (NT) X1A 2P2
Téléphone : (403) 873-4418
Télécopieur : (403) 920-2743

OFFICIAL LANGUAGES ACT

Recognizing that the existence of aboriginal peoples, centred in the Territories from time immemorial, but also present elsewhere in Canada, constitutes a fundamental characteristic of Canada;

Recognizing that the existence of aboriginal peoples, speaking aboriginal languages constitutes the Territories a distinct society within Canada;

Recognizing that many languages are spoken and used by the people of the Territories;

Being committed to the preservation, development and enhancement of the aboriginal languages;

Recognizing that the aboriginal languages, being the languages of the aboriginal peoples of the Territories, should be given recognition in law;

Desiring to provide in law for the use of the aboriginal languages in the Territories including the use of the aboriginal languages for all or any of the official purposes of the Territories at the time and in the manner that is appropriate;

Expressing the wish that the aboriginal languages will be entrenched in the Constitution of Canada as Official Languages of the Territories;

Desiring to establish English and French as the Official Languages of the Territories having equality of status and equal rights and privileges as Official Languages;

Believing that the legal protection of languages will assist in preserving the culture of the people as expressed through their language;

Desiring that all linguistic groups in the Territories should, without regard to their first language learned, have equal opportunities to obtain employment and participate in the institutions of the Legislative Assembly and Government of the Territories, with due regard to the principle of selection of personnel according to merit;

The Commissioner of the Northwest Territories, by and with the advice and consent of the Legislative Assembly, enacts as follows: R.S.N.W.T.

LOI SUR LES LANGUES OFFICIELLES

Reconnaissant que l'existence d'autochtones, concentrés dans les territoires depuis des temps immémoriaux, mais également présents ailleurs au Canada, constitue une caractéristique fondamentale du Canada;

reconnaissant que l'existence d'autochtones parlant des langues autochtones fait des territoires une société distincte au sein du Canada;

reconnaissant que plusieurs langues sont parlées et utilisées par les habitants des territoires;

s'étant engagé à préserver, à développer et à accroître l'usage des langues autochtones;

reconnaissant que ces langues, parlées par les autochtones des territoires, devraient être reconnues en droit;

désirant prévoir en droit, notamment pour tout ce qui relève officiellement des territoires, l'usage de ces langues dans ces derniers au moment et de la façon appropriés;

exprimant le désir que ces langues soient reconnues par la Constitution du Canada comme langues officielles des territoires;

désirant établir le français et l'anglais langues officielles des territoires, et les doter d'un statut, de droits et de privilèges égaux;

croyant que la protection légale des langues en tant que mode d'expression favorisera le maintien de la culture des habitants des territoires;

désirant que tous les groupes linguistiques des territoires puissent, sans égard à leur langue première, avoir les mêmes chances d'obtenir des emplois et de participer aux institutions de l'Assemblée législative et du gouvernement des territoires, compte tenu du principe de la sélection du personnel selon le mérite;

Le commissaire des Territoires du Nord-Ouest, sur l'avis et avec le consentement de l'assemblée législative, édicte : L.R.T.N.-O. 1988, ch. 56 (Suppl.),

INTERPRETATION

Definitions

1. In this Act,

"Inuktitut" includes Inuvialuktun and Inuinnaqtun; (*inuktitut*)

"Official Languages" means the languages referred to in section 4; (*langues officielles*)

"Slavey" includes North Slavey and South Slavey. (*Esclave*)
R.S.N.W.T. 1988,c.56(Supp.),s.3; c.125(Supp.),s.4.

Continuation of existing rights or privileges

2. Nothing in this Act abrogates or derogates from any legal or customary right or privilege acquired or enjoyed either before or after the coming into force of this Act with respect to any language that is not English or French.

Municipalities and settlements

3. For the purposes of this Act, a municipality or settlement or the council of a municipality or settlement shall not be construed to be an institution of the Legislative Assembly or Government of the Northwest Territories.

PART I

OFFICIAL LANGUAGES

Official Languages

4. Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuktitut and Slavey are the Official Languages of the Territories.
R.S.N.W.T. 1988,c.56(Supp.),s.4.

5. Repealed, R.S.N.W.T. 1988,c.56(Supp.),s.5.

6. Repealed, R.S.N.W.T. 1988,c.56(Supp.),s.5.

7. Repealed, R.S.N.W.T. 1988,c.125(Supp.),s.4.

Official Languages of the Territories

8. (1) To the extent and in the manner provided in this Act and any regulations under this Act, the Official Languages of the Territories have equality of status and equal rights and privileges as to their use in all institutions of the Legislative Assembly and Government of the Territories.

DÉFINITIONS

Définitions

1. Les définitions qui suivent s'appliquent à la présente loi.

«Esclave» Sont assimilés à l'Esclave l'Esclave du Nord et l'Esclave du Sud. (*Slavey*)

«inuktitut» Sont assimilés à l'inuktitut l'inuvialukton et l'inuinnaqton. (*Inuktitut*)

«langues officielles» Les langues mentionnées à l'article 4. (*official languages*)
L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 3; ch. 125 (Suppl.), art. 4.

Maintien des droits et privilèges des autres langues

2. La présente loi ne porte pas atteinte aux droits et privilèges, antérieurs ou postérieurs à l'entrée en vigueur de la présente loi et découlant de la loi ou de la coutume, des langues autres que le français et l'anglais.

Municipalités et localités

3. Pour l'application de la présente loi, les municipalités, localités ou conseils de municipalité ou de localités ne peuvent être assimilés aux institutions de l'Assemblée législative ou du gouvernement des territoires.

PARTIE I

LANGUES OFFICIELLES

Langues officielles

4. Les langues suivantes sont les langues officielles des territoires : anglais, Chipewyan, cri, Esclave, dogrib, français, Gwich'in et inuktitut. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 4.

5. Abrogé, L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 5.

6. Abrogé, L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 5.

7. Abrogé, L.R.T.N.-O. 1988, ch. 125(Suppl.), art.4.

Langues officielles des territoires

8. (1) Les langues officielles ont, dans la mesure et de la manière prévues par la présente loi et ses règlements d'application, un statut et des droits et privilèges égaux quant à leur usage dans les institutions de l'Assemblée législative et du gouvernement des Territoires du Nord-Ouest.

(2) **Repealed, R.S.N.W.T. 1988,c.56 (Supp.),s.6; c.125 (Supp.),s.4.**

(2) **Abrogé, L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 6; ch. 125 (Suppl.), art. 4.**

Proceedings of Legislative Assembly

9. Everyone has the right to use any Official Language in the debates and other proceedings of the Legislative Assembly. R.S.N.W.T. 1988,c.56(Supp.), s.7.

9. Chacun a le droit d'employer l'une quelconque des langues officielles dans les débats et travaux de l'Assemblée législative. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 7.

Travaux de l'Assemblée législative

Acts, records and journals

10. (1) Acts of the Legislature and records and journals of the Legislative Assembly shall be printed and published in English and French and both language versions are equally authoritative.

10. (1) Les lois promulguées par la Législature ainsi que les archives, comptes rendus et procès-verbaux de l'Assemblée législative sont imprimés et publiés en français et en anglais, les deux versions des lois ayant également force de loi et celles des autres documents ayant même valeur.

Documents de l'Assemblée législative

Other languages

(2) The Commissioner in Executive Council may prescribe that a translation of any Act shall be made after enactment and be printed and published in one or more of the Official Languages in addition to English and French.

(2) Le commissaire en conseil peut prescrire qu'une loi soit traduite après sa promulgation et qu'elle soit imprimée et publiée dans une ou plusieurs des langues officielles en plus du français et de l'anglais.

Autres langues

Recordings of debates

(3) Copies of the sound recordings of the public debates of the Legislative Assembly, in their original and interpreted versions, shall be provided to any person on reasonable request. R.S.N.W.T. 1988,c.56 (Supp.),s.8.

(3) Une copie de l'enregistrement sonore des débats publics de l'Assemblée législative, dans sa version originale et traduite, est fournie à toute personne qui présente une demande raisonnable en ce sens. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 8.

Enregistrement des débats

Instruments directed to public

11. Subject to this Act, all instruments in writing directed to or intended for the notice of the public, purporting to be made or issued by or under the authority of the Legislature or Government of the Northwest Territories or any judicial, quasi-judicial or administrative body or Crown corporation established by or under an Act, shall be promulgated in both Official Languages and in such other Official Languages as may be prescribed by regulation. R.S.N.W.T. 1988,c.56(Supp.),s.9,21.

11. Sous réserve des autres dispositions de la présente loi, sont établis en français ou en anglais et dans toute autre langue officielle désignée par les règlements les actes écrits qui s'adressent au public et qui sont censés émaner de la Législature ou du gouvernement des Territoires du Nord-Ouest, ou d'un organisme judiciaire, quasi judiciaire ou administratif, ou d'une société d'État, créés sous le régime d'une loi. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 9.

Actes écrits destinés au public

Proceedings in courts

12. (1) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by the Legislature.

12. (1) Chacun a le droit d'employer le français ou l'anglais dans toutes les affaires dont sont saisis les tribunaux établis par la Législature et dans les actes de procédure qui en découlent.

Procédure devant les tribunaux

Proceedings in courts

(2) Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut and Slavey may be used by any person in any court established by the Commissioner acting by and with the advice and consent of the Legislative Assembly.

(2) Chacun a le droit d'employer le Chipewyan, le cri, le dogrib, le Gwich'in, l'inuktitut et l'Esclave devant les tribunaux établis par le commissaire agissant sur l'avis et avec le consentement de l'Assemblée législative.

Procédures devant les tribunaux

Interpretation for the public

(3) A court may, in any proceedings conducted before it, cause facilities to be made available for the simultaneous interpretation of the proceedings, including evidence given and taken, from one Official Language into another where it considers the

(3) Un tribunal peut, à l'occasion des débats qui se déroulent devant lui, prendre des mesures pour que des installations soient disponibles en vue de l'interprétation simultanée de ces débats, y compris les témoignages recueillis, d'une langue officielle à

Interprétation simultanée

proceedings to be of general public interest or importance or where it otherwise considers it desirable to do so for members of the public in attendance at the proceedings. R.S.N.W.T. 1988, c.56(Supp.),s.10.

une autre lorsqu'il estime que les débats présentent de l'intérêt ou de l'importance pour le public ou que ces mesures sont souhaitables pour le public qui y assiste. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 10.

Decisions, orders and judgments

13. (1) All final decisions, orders and judgments, including any reasons given for them, issued by any judicial or quasi-judicial body established by or under an Act shall be issued in both English and French where

(a) the decision, order or judgment determines a question of law of general public interest or importance; or

(b) the proceedings leading to the issue of the decision, order or judgment were conducted in whole or in part in both English and French.

Décisions de justice

13. (1) Les décisions définitives — exposé des motifs compris — d'un organisme judiciaire ou quasi judiciaire établi par une loi ou en conformité avec une loi sont rendues en français et en anglais :

a) si le point de droit en litige présente de l'intérêt ou de l'importance pour le public;

b) lorsque les débats se sont déroulés, en tout ou en partie, dans les deux langues, ou que les actes de procédure ont été, en tout ou en partie, rédigés dans les deux langues.

Delay in issuing one version

(2) Where a body by which a final decision, order or judgment including any reasons given for it is to be issued in both English and French under subsection (1) is of the opinion that to issue it in both English and French would occasion a delay

(a) prejudicial to the public interest, or

(b) resulting in injustice or hardship to any party to the proceedings leading to its issue,

the decision, order or judgment, including any reasons given for it, shall be issued in the first instance in its version in one of English or French and after that, within the time that is reasonable in the circumstances, in its version in the other language, each version to be effective from the time the first version is effective.

Retard dans l'établissement d'une version bilingue

(2) Dans les cas où un organisme estime que l'établissement au titre du paragraphe (1) d'une version bilingue entraînerait un retard qui serait préjudiciable à l'intérêt public ou qui causerait une injustice ou un inconvénient grave à une des parties au litige, la décision — exposé des motifs compris — est rendue d'abord en français ou en anglais, puis, dans les meilleurs délais, dans l'autre langue. Elle est exécutoire à la date de prise d'effet de la première version.

Oral rendition of decisions not affected

(3) Nothing in subsection (1) or (2) shall be construed as prohibiting the oral rendition or delivery, in one only of the Official Languages, of any decision, order or judgment or any reasons given for it.

Décisions orales

(3) Les paragraphes (1) et (2) n'ont pas pour effet d'interdire le prononcé, dans une seule langue officielle, d'une décision ou de l'exposé des motifs.

Sound recordings

(4) A sound recording of all final decisions, orders and judgments, including any reasons given for them, issued by any judicial or quasi-judicial body established by or under an Act shall be made in one or more of the Official Languages other than English or French and copies of the sound recording shall be made available to any person on reasonable request, where

(a) the decision, order or judgment determines a question of law or general public interest or importance, and

(b) it is practicable to make available that version or versions, and it will advance

Enregistrements sonores

(4) Les décisions définitives — exposé des motifs comprise — d'un organisme judiciaire ou quasi judiciaire établi par une loi ou en conformité avec une loi sont enregistrées sur bande magnétique dans une ou plusieurs des langues officielles autres que le français ou l'anglais. Des copies de l'enregistrement sont fournies à toute personne qui présente une demande raisonnable en ce sens, lorsque :

a) d'une part, la décision en cause tranche un point de droit qui présente de l'intérêt ou de l'importance pour le public;

b) d'autre part, il est possible de fournir la

the general public knowledge of the decision, order or judgment.

ou les versions et que la communication de la décision en cause aura pour effet d'accroître la connaissance qu'en a le public.

Validity not affected

(5) Nothing in subsection (4) shall be construed as affecting the validity of a decision, order or judgment, referred to in subsection (1), (2) or (3).

5) Le paragraphe (4) n'a pas pour effet de porter atteinte à la validité des décisions visées aux paragraphes (1), (2) ou (3). L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 11.

Validité

R.S.N.W.T. 1988,c.56(Supp.),s.11,21.

Communication by public with head, central or other offices

14. (1) Any member of the public in the Territories has the right to communicate with, and to receive available services from, any head or central office of an institution of the Legislative Assembly or the Government of the Northwest Territories in English or French, and has the same right with respect to any other office of any such institution where

(a) there is a significant demand for communications with and services from that office in any such language; or

(b) due to the nature of the office, it is reasonable that communications with and services from that office be available in both English and French.

14. (1) Le public a, dans les territoires, le droit d'employer le français ou l'anglais pour communiquer avec le siège ou l'administration centrale des institutions de l'Assemblée législative ou du gouvernement des Territoires du Nord-Ouest ou pour en recevoir les services. Il a le même droit à l'égard de tout autre bureau de ces institutions là où, selon le cas :

a) l'emploi du français ou de l'anglais fait l'objet d'une demande importante;

b) l'emploi du français et de l'anglais se justifie par la vocation du bureau.

Communication entre le public et les institutions territoriales

Communication by public with regional, area or community offices

(2) Any member of the public in the Territories has the right to communicate with, and to receive available services from, any regional, area or community office of an institution of the Legislative Assembly or the Government of the Territories in an Official Language, other than English or French, spoken in that region or community, where

(a) there is a significant demand for communications with and services from that office in any such language; or

(b) due to the nature of the office, it is reasonable that communications with and services from that office be available in such language. R.S.N.W.T. 1988,c.56(Supp.),s.12.

(2) Le public a, dans les territoires, droit d'employer toute autre langue officielle que le français ou l'anglais pour communiquer avec le bureau régional ou local des institutions de l'Assemblée législative ou du gouvernement des territoires ou pour en recevoir les services là où, selon le cas :

a) l'emploi de cette langue fait l'objet d'une demande importante;

b) l'emploi de cette langue se justifie par la vocation du bureau. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 12.

Communication entre le public et les les bureaux régionaux ou locaux

Publication in *Northwest Territories Gazette*

15. (1) Any Act, and any rule, order, regulation, by-law or proclamation required by or under the authority of an Act to be published in the *Northwest Territories Gazette* is of no force or effect if it is not printed and published in both English and French.

15. (1) Les lois, ainsi que les règles, décrets, règlements, règlements administratifs, arrêtés et proclamations astreints, sous le régime d'une loi, à l'obligation de publication dans la *Gazette des Territoires du Nord-Ouest* sont inopérants s'ils ne sont pas imprimés et publiés en français et en anglais.

Publication dans la *Gazette des Territoires du Nord-Ouest*

Status of previous legislation

(2) Any Act, and any rule, order, regulation, by-law or proclamation required by or under the authority of an Act to be published in the *Northwest Territories Gazette* that is made before December 31,

(2) Les lois, ainsi que les règles, décrets, règlements, règlements administratifs, arrêtés et proclamations astreints, sous le régime d'une loi, à l'obligation de publication dans la *Gazette des*

Lois antérieures

1989, is of no force or effect if it is not printed and published in both English and French before September 30, 1992.

Idem

(3) For greater certainty, before September 30, 1992, no Act, rule, order, regulation, by-law or proclamation made before December 31, 1989, is without force or effect by reason only of its having been printed and published in only one Official Language. R.S.N.W.T. 1988,c.56(Supp.),s.13,21; c.78(Supp.),s.1; 1991-92,c.8,s.1.

16. Repealed, R.S.N.W.T. 1988,c.125(Supp.),s.4.

Rights and services not affected

17. Nothing in this Part shall be construed as preventing the Commissioner, the Legislative Assembly or the Government of the Northwest Territories from granting rights in respect of, or providing services in, any Official Language in addition to the rights and services provided in this Act and the regulations. R.S.N.W.T. 1988,c.56 (Supp.),s.14.

PART II

LANGUAGES COMMISSIONER

Languages Commissioner and appointment

18. (1) There shall be a Languages Commissioner who shall be appointed by the Commissioner under the Seal of the Territories after approval of the appointment by resolution of the Legislative Assembly.

Tenure and removal

(2) The Languages Commissioner holds office during good behaviour for a term of four years, but may be removed by the Commissioner at any time on address of the Legislative Assembly. R.S.N.W.T. 1988,c.56(Supp.),s.15.

Staff

19. (1) Such officers and employees as are necessary for the proper conduct of the work of the office of the Languages Commissioner shall be appointed in the manner authorized by law.

Public Service Act

(2) The officers and employees of the office of the Languages Commissioner appointed under subsection (1) shall be deemed to be persons employed in the public service for the purposes of the *Public Service Act*.

Status of Languages Commissioner

(3) The Languages Commissioner shall rank as and have all the powers of a Deputy Minister of a department. R.S.N.W.T. 1988,c.56(Supp.),s.15.

Territoires du Nord-Ouest et qui ont été promulgués avant le 31 décembre 1989 sont inopérants s'ils ne sont pas imprimés et publiés en français et en anglais avant le 30 septembre 1992.

Idem

(3) Il demeure entendu que les lois, ainsi que les règles, décrets, règlements, règlements administratifs, arrêtés et proclamations promulgués avant le 31 décembre 1989 ne sont pas inopérants avant le 30 septembre 1992 du seul fait qu'ils n'ont été imprimés et publiés que dans une langue officielle. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 13; ch. 78 (Suppl.), art. 1; 1991-1992, ch. 8, art. 1.

16. Abrogé, L.R.T.N.-O. 1988, ch. 125 (Suppl.), art. 4.

Droits et services non visés

17. La présente partie n'a pas pour effet d'empêcher le commissaire, l'Assemblée législative ou le gouvernement des Territoires du Nord-Ouest d'accorder des droits linguistiques supplémentaires ou d'offrir des services dans une des langues officielles, en plus de ceux prévus par la présente loi et ses règlements. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 14.

PARTIE II

COMMISSAIRE AUX LANGUES

Nomination du commissaire aux langues

18. (1) Est institué le poste de commissaire aux langues. Le titulaire est nommé par le commissaire sous le sceau des territoires, après qu'une résolution de l'Assemblée législative approuve sa nomination.

Durée du mandat et révocation

(2) Le commissaire aux langues est nommé à titre inamovible pour un mandat de quatre ans, sauf révocation par le commissaire sur adresse de l'Assemblée législative. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Personnel

19. (1) Le personnel nécessaire au bon fonctionnement du commissariat est nommé en conformité avec la loi.

Assimilation à fonctionnaire

(2) Le personnel régulier du commissariat, nommé au titre du paragraphe (1), est réputé appartenir à la fonction publique pour l'application de la *Loi sur la fonction publique*.

Statut du commissaire aux langues

(3) Le commissaire aux langues a rang et pouvoirs de sous-ministre. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Duty of Languages Commissioner

20. (1) It is the duty of the Languages Commissioner to take all actions and measures within the authority of the Languages Commissioner with a view to ensuring recognition of the rights, status and privileges of each of the Official Languages and compliance with the spirit and intent of this Act in the administration of the affairs of government institutions, including any of their activities relating to the advancement of the aboriginal languages in the Territories.

Investigations and reports

(2) In carrying out the duties set out in subsection (1), the Languages Commissioner may conduct and carry out investigations either on his or her own initiative or pursuant to any complaint made to the Languages Commissioner and report and make recommendations with respect thereto as provided in this Act.

Meetings with representatives of Official Languages

(3) For the purposes of soliciting the advice of representatives of each Official Language, the Languages Commissioner shall meet not less than once a year with the representatives of such organizations as may be prescribed. R.S.N.W.T. 1988,c.56(Supp.),s.15.

Investigations of complaints

21. (1) The Languages Commissioner shall investigate any reasonable complaint made to the Languages Commissioner arising from any act or omission to the effect that, in any particular instance or case, in the administration of the affairs of any government institution

(a) the status of an Official Language was not or is not being recognized;

(b) any provision of any Act or regulation relating to the status or use of the Official Languages was not or is not being complied with; or

(c) the spirit and intent of this Act was not or is not being complied with.

Refuse or cease investigation

(2) The Languages Commissioner may refuse to investigate or cease to investigate any complaint if in the opinion of the Languages Commissioner it is reasonable to do so, in which case the Languages Commissioner shall inform the complainant of that decision and the reasons for it. R.S.N.W.T. 1988,c.56(Supp.),s.15.

Refer to Government Leader and Deputy Minister

22. (1) If, after carrying out an investigation under this Act, the Languages Commissioner is of the opinion that any matter should be referred to a government institution concerned for consideration and any necessary action, the Languages Commissioner shall report that opinion and the reasons for it to the Government Leader and the

Fonctions du commissaire aux langues

20. (1) Il incombe au commissaire aux langues de prendre, dans le cadre de sa compétence, toutes les mesures visant à assurer la reconnaissance des droits, du statut et des privilèges liés à chacune des langues officielles et à faire respecter l'esprit de la présente loi et l'intention du législateur en ce qui touche l'administration des affaires des institutions gouvernementales, et notamment la promotion des langues autochtones dans les territoires.

Enquêtes

(2) Dans l'exercice des fonctions visées au paragraphe (1), le commissaire aux langues peut procéder à des enquêtes, soit de sa propre initiative, soit à la suite des plaintes qu'il reçoit, et présenter ses rapports et recommandations en conformité avec la présente loi.

Réunions

(3) Aux fins de recueillir l'avis des représentants de chacune des langues officielles, le commissaire aux langues se réunit, au moins une fois l'an, avec les représentants des organisations désignées au règlement. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Plaintes

21. (1) Le commissaire aux langues instruit toute plainte légitime reçue, au sujet d'un acte ou d'une omission, d'une institution gouvernementale, et faisant état d'un cas précis de non-reconnaissance du statut d'une langue officielle, de manquement à une loi ou un règlement sur le statut ou l'usage des langues officielles ou encore à l'esprit de la présente loi et à l'intention du législateur.

Refus d'instruire ou interruption de l'instruction

(2) Le commissaire aux langues peut, s'il l'estime indiqué, refuser ou cesser d'instruire une plainte, auquel cas il donne au plaignant un avis motivé. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Rapport au leader du gouvernement et au sous-ministre

22. (1) Au terme de l'enquête, le commissaire aux langues transmet un rapport motivé au leader du gouvernement ainsi qu'au sous-ministre ou à tout autre responsable administratif de l'institution gouvernementale concernée, s'il est d'avis qu'une question doit être renvoyée à cette institution pour examen et suite à donner au besoin.

Deputy Minister or other administrative head of the institution concerned.

Recommendations

(2) In a report under subsection (1) the Languages Commissioner may make the recommendations that he or she thinks fit and may request the Deputy Minister or other administrative head of the government institution concerned to notify the Languages Commissioner within a specified time of the action, if any, that the institution proposes to take to give effect to those recommendations.

(2) Le commissaire aux langues peut faire les recommandations qu'il juge indiquées dans son rapport; il peut également demander au sous-ministre ou aux autres responsables administratifs de l'institution gouvernementale concernée de lui faire savoir, dans le délai qu'il fixe, les mesures envisagées pour donner suite à ses recommandations.

Recommandations

Inform complainant

(3) The Languages Commissioner shall inform the complainant of the results of an investigation, the recommendations made and any action taken, in the manner and at the time that the Languages Commissioner thinks proper.

(3) Le commissaire aux langues communique au plaignant, dans le délai et de la manière qu'il juge indiqués, les résultats de l'enquête, les recommandations faites ainsi que les mesures prises.

Information au plaignant

Report to Legislative Assembly where appropriate action not taken

(4) If, within a reasonable time after a copy of a report is transmitted to the Government Leader and the Deputy Minister or other administrative head of the government institution, appropriate action has not, in the opinion of the Languages Commissioner, been taken, the Languages Commissioner may make such report thereon to the Legislative Assembly as the Languages Commissioner considers appropriate. R.S.N.W.T. 1988,c.56(Supp.),s.15.

(4) Si, dans un délai raisonnable suivant la transmission d'un exemplaire de son rapport au leader du gouvernement ainsi qu'au sous-ministre ou à tout autre responsable administratif de l'institution gouvernementale, des mesures appropriées n'ont pas, à son avis, été prises, le commissaire aux langues peut présenter à l'Assemblée législative le rapport qu'il juge à propos à ce sujet. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Absence de mesures appropriées

Annual report

23. The Languages Commissioner shall, within a reasonable time after the termination of each year, prepare and submit to the Legislative Assembly a report relating to the conduct of the office of the Languages Commissioner and the discharge of the duties under this Act during the preceding year including recommendations, if any, for proposed changes to this Act that the Languages Commissioner considers necessary or desirable in order to give effect to its spirit and intent. R.S.N.W.T. 1988, c.56(Supp.),s.15.

23. Dans un délai raisonnable suivant la fin de chaque année, le commissaire aux langues présente à l'Assemblée législative le rapport d'activité du commissariat pour l'année précédente, assorti éventuellement de recommandations quant aux modifications qu'il estime souhaitable d'apporter à la présente loi pour la rendre conforme à son esprit et à l'intention du législateur. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. .15

Rapport annuel

Confidentiality

24. Subject to this Act, the Languages Commissioner and every person acting on behalf or under the direction of the Languages Commissioner shall not disclose any information that comes to their knowledge in the performance of their duties and functions under this Act. R.S.N.W.T. 1988,c.56 (Supp.),s.15.

24. Sous réserve des autres dispositions de la présente loi, le commissaire aux langues et les personnes agissant en son nom ou sous son autorité sont tenus au secret en ce qui concerne les renseignements dont ils prennent connaissance dans l'exercice des attributions que leur confère la présente loi. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 15.

Secret

Protection of Commissioner

25. No criminal or civil proceedings lie against the Languages Commissioner, or against any person acting on behalf or under the direction of the Languages Commissioner, for anything done, reported or said in good faith in the course of the exercise or performance or purported exercise or

25. Le commissaire aux langues, ou toute personne qui agit en son nom ou sous son autorité, bénéficie de l'immunité civile ou pénale pour les actes accomplis, les rapports ou comptes rendus établis et les paroles prononcées de bonne foi dans l'exercice effectif ou censé de ses attributions. L.R.T.N.-O.

Immunité

performance of any power, duty or function of the Languages Commissioner under this Act. R.S.N.W.T. 1988,c.56(Supp.),s.15.

1988, ch. 56 (Suppl.), art. 15.

PART III

GENERAL

PARTIE III

DISPOSITIONS GÉNÉRALES

Enforcement

26. (1) Anyone whose rights under this Act or the regulations have been infringed or denied may apply to a court of competent jurisdiction to obtain a remedy that the court considers appropriate and just in the circumstances.

Recours

26. (1) Toute personne lésée dans les droits que lui confèrent la présente loi et ses règlements peut s'adresser à un tribunal compétent pour obtenir la réparation que le tribunal estime convenable et juste eu égard aux circonstances.

Languages Commissioner may apply or appear

(2) The Languages Commissioner may

(a) appear before the Supreme Court on behalf of any person who has applied under subsection (1) for a remedy; or

(b) with leave of the Supreme Court, appear as a party to any proceedings under subsection (1). R.S.N.W.T. 1988,c.56 (Supp.),s.17,18.

Comparution du commissaire aux langues

(2) Le commissaire aux langues peut, selon le cas :

a) comparaître devant la Cour suprême au nom de toute personne qui présente une demande de réparation en application du paragraphe (1);

b) avec l'autorisation de la Cour suprême, comparaître à titre de partie à toute instance introduite en application du paragraphe (1). L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 17 et 18.

Agreements

27. The Minister or the Commissioner, on the recommendation of the Minister, may, on behalf of the Government of the Northwest Territories, enter into agreements with the Government of Canada or any person or body respecting the implementation of this Act or the regulations or any other matter related to this Act or the regulations. R.S.N.W.T. 1988, c.56(Supp.),s.17.

Accords

27. Le ministre, ou le commissaire sur recommandation du ministre, peut, au nom du gouvernement des territoires, conclure des accords avec le gouvernement fédéral ou avec toute personne ou organisme sur la mise en oeuvre de la présente loi et de ses règlements ou sur toute autre question connexe. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 17.

Regulations

28. The Commissioner, on the recommendation of the Executive Council, may make regulations

(a) respecting any matter that the Commissioner considers necessary to implement section 12; and

(b) designating an Official Language or Languages in which communications with and services from regional and community offices shall be provided pursuant to subsection 14(2); and

(c) as the Commissioner considers necessary for carrying out the purposes and provisions of this Act. R.S.N.W.T. 1988,c.56(Supp.),s.17,19.

Règlements

28. Sur recommandation du Conseil exécutif, le commissaire peut, par règlement :

a) prendre toute mesure qu'il estime nécessaire à la mise en oeuvre de l'article 12;

b) désigner une ou des langues officielles pour l'application du paragraphe 14(2);

c) prendre toute mesure qu'il estime nécessaire à l'application de la présente loi. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 17 et 19.

Review after 10 years

29. (1) The Legislative Assembly or a committee of the Legislative Assembly designated or established by it shall review the provisions and operation of the *Official Languages Act* at the next session following December 31, 2000.

Scope of review

(2) The review shall include an examination of the administration and implementation of the Act, the effectiveness of its provisions, the achievement of the objectives stated in its preamble, and may include any recommendations for changes to the Act.

Languages Commissioner assistance

(3) The Languages Commissioner shall provide all reasonable assistance to the Legislative Assembly or any committee of it that is designated or established for the purposes of this section. R.S.N.W.T. 1988,c.56(Supp.),s.20.

Examen après 10 ans

29. (1) L'Assemblée législative ou le comité qu'elle désigne ou crée à cette fin examine la *Loi sur les langues officielles* à la session qui suit le 31 décembre 2000.

Objet de l'examen

(2) L'examen porte sur l'application et la mise en oeuvre de la Loi, l'efficacité de ses dispositions et l'accomplissement des objectifs énoncés dans son préambule; il peut être accompagné de recommandations visant à faire modifier la Loi.

Aide du commissaire aux langues

(3) Le commissaire aux langues fournit l'aide raisonnable dont a besoin l'Assemblée législative ou le comité qu'elle désigne ou crée pour l'application du présent article. L.R.T.N.-O. 1988, ch. 56 (Suppl.), art. 20.

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APPENDIX B: SCHEDULE OF PUBLIC CONSULTATIONS

July, 2001	Dene National Assembly, Tulít'a
October 22, 2001	First Territorial Languages Assembly, Yellowknife
November 2001	Dene Leadership Meeting, Yellowknife

Community Meetings:

November 19, 2001	Fort Smith
December 10, 2001	Fort Resolution
December 11, 2001	K'átl'odeeche Dene Reserve
December 11, 2001	Hay River
December 12, 2001	Fort Providence
December 14, 2001	Wha Ti
January 27, 2002	Yellowknife
February 4, 2002	Tuktoyaktuk
February 5, 2002	Holman
February 6, 2002	Inuvik
February 7, 2002	Tsiigehtchic
February 7, 2002	Fort McPherson
May 13, 2002	Fort Good Hope
May 13, 2002	Délįne
May 15, 2002	Fort Simpson

Public Hearings:

March 26 & 27, 2002	Yellowknife

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